

Notice of Meeting and Agenda Education and Children Policy Board

Date	Time	Venue
Thursday, 09 March 2017	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Councillor Bill Brown: Councillor Lorraine Cameron: Councillor Roy Glen: Councillor John Hood: Councillor Brian Lawson: Councillor Paul Mack: Councillor Kenny MacLaren: Councillor Mark Macmillan: Councillor Iain McMillan: Councillor James McQuade: Councillor Alexander Murrin: Councillor Will Mylet: Councillor Bill Perrie: Councillor Jim Sharkey: Councillor Tommy Williams: Reverend Graeme Clark: Mr Iain Keith: Mr Jack Nellaney

Councillor Jacqueline Henry (Convener): Councillor Maureen Sharkey (Depute Convener):

Members of the Press and Public

Members of the press and public wishing to attend the meeting should report to the customer service centre where they will be met and directed to the meeting.

Further Information

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx

For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Items of business

Apologies

Apologies from members.

Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

- | | | |
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| 1 | Revenue Budget Monitoring Report | 5 - 10 |
| | Joint report by the Directors of Finance & Resources and Children's Services. | |
| 2 | Capital Budget Monitoring Report | 11 - 16 |
| | Report by the Director of Finance & Resources. | |
| 3 | Community Justice Renfrewshire Draft Local Outcomes Improvement Plan 2017/18 | 17 - 64 |
| | Report by the Director of Children's Services. | |
| 4 | Education (Scotland) Act 2016 - Commencement of Gaelic Provisions | 65 - 74 |
| | Report by the Children's Services. | |
| 5 | Consultation on Draft Head Teacher and Training Standards (Scotland) Regulations | 75 - 84 |
| | Report by the Director of Children's Services. | |
| 6 | Presentation - Developing the Young Workforce | |
| | Presentation by the Director of Children's Services. | |
| 7 | Early Learning and Child Care to Primary Transfer of Information | 85 - 96 |
| | Report by the Director of Children's Services. | |
| 8 | Distribution of Funding to Support Services for Children and Families 2017/18 | 97 - 104 |
| | Report by the Director of Children's Services. | |
| 9 | Pupil Equity Fund | 105 - 110 |
| | Report by the Director of Children's Services. | |

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| 10 | Removal of Roll Caps at Houston Primary School and
Rashielea Primary School | 111 - 114 |
| | Report by the Director of Children's Services. | |
| 11 | Voluntary Sector Grants | |
| | Report by the Director of Children's Services (Not available - copy to follow). | |
| 12 | Church Representatives on Committees Appointed by
Education Authorities | 115 - 120 |
| | Report by the Director of Finance & Resources. | |



To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Finance and Resources and Director of Children's Services

Heading: Revenue Budget Monitoring to 6 January 2017

1. Summary

- 1.1 Gross expenditure is £67,000 (0.1%) over budget and income is £102,000 (1.7%) greater than anticipated which results in a **£35,000 net underspend position** for the services reporting to this Policy Board.

This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	£35,000 Underspend	-	£28,000 Underspend	-

2. Recommendations

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note that since the last report there have been a number of budget adjustments resulting in a net decrease of £83k. This is partly due to the transfer of budget to the Corporate

Landlord for property repairs (£53k) and a transfer of Grounds Maintenance budget to Community Resources (£30k).

3. **Children's Services**

Current position:	Net underspend £35,000
<i>Previously reported:</i>	<i>Net underspend £28,000</i>

3.1 **Central Admin:**

Current Position:	Net overspend £180,000
<i>Previously reported:</i>	<i>Net overspend £148,000</i>

The overspend mainly relates to additional staffing costs.

3.2 **Pre Five:**

Current Position:	Net overspend £417,000
<i>Previously reported:</i>	<i>Net overspend £327,000</i>

The overspend relates to staffing costs and property costs.

3.3 **Primary Schools:**

Current Position:	Net underspend £338,000
<i>Previously reported:</i>	<i>Net underspend £302,000</i>

The underspend relates to transport costs and teachers' salaries.

3.4 **Secondary Schools:**

Current Position	Net underspend £215,000
<i>Previously reported:</i>	<i>Net underspend £205,000</i>

The underspend relates to transport costs and teachers' salaries.

3.5 **Special Schools:**

Current Position	Net overspend £54,000
<i>Previously reported:</i>	<i>Net overspend £73,000</i>

The overspend relates to teachers' salaries.

3.6 Community Learning and Development

Current Position:	Net overspend £21,000
<i>Previously reported:</i>	<i>Net overspend £33,000</i>

The overspend relates to staffing costs.

3.7 Education Development:

Current Position:	Net underspend £76,000
<i>Previously reported:</i>	<i>Net underspend £55,000</i>

The underspend relates to staffing costs.

3.8 Additional Support for Learning:

Current Position:	Net overspend £437,000
<i>Previously reported:</i>	<i>Net overspend £335,000</i>

The overspend relates to staffing and transport costs. This is expected to continue to the year end and will be met from underspends in other service areas.

3.9 Childcare Services

Current Position	Net underspend £515,000
<i>Previously reported:</i>	<i>Net underspend £386,000</i>

The underspend relates to residential placements & fostering.

3.10 Projected Year End Position

It is anticipated at this stage that Childrens' Services will achieve a break-even year-end position subject to any unforeseen demand pressures emerging over the rest of the year.

Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.
2. **HR & Organisational Development** – none
3. **Community Planning** – none
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none.
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none
9. **Procurement** – none
10. **Risk** – none
11. **Privacy Impact** - none

List of Background Papers

None

Author: George McLachlan, Extension 6133
Lisa Dickie, Extension 7384

POLICY BOARD : CHILDREN'S SERVICES

Bottom Line Position to 06 January 2017 is an underspend of	35	0.0%
Anticipated Year End Budget Position is breakeven of	(0)	0.0%
	£000's	

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2016/2017
1st April 2016 to 06 January 2017

POLICY BOARD : CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
	£000's	£000's	£000's	£000's	£000's	£000's	%	
Central Administration	9,800	785	2,104	(1,139)	965	(180)	-22.9%	overspend
Pre-Five Service	15,909	10,710	11,127	0	11,127	(417)	-3.9%	overspend
Primary Schools	50,281	33,570	33,356	(124)	33,232	338	1.0%	underspend
Secondary Schools	74,445	46,409	46,198	(4)	46,194	215	0.5%	underspend
Special Schools	6,644	4,184	4,239	(1)	4,238	(54)	-1.3%	overspend
Schools Support Services	0	0	0	0	0	0	0.0%	breakeven
Community Learning & Dev	1,208	801	822	0	822	(21)	-2.6%	overspend
Healthy Lifestyles	0	4	4	0	4	0	0.0%	breakeven
Add Support for Learning (ASL)	6,712	4,004	4,442	(1)	4,441	(437)	-10.9%	overspend
Facilities Management	309	120	120	0	120	0	0.0%	breakeven
Educational Development	379	200	124	0	124	76	38.0%	underspend
Psychological Services	687	530	530	0	530	0	0.0%	breakeven
Childcare	36,074	20,270	20,014	(259)	19,755	515	2.5%	underspend
Criminal Justice	9	(489)	(489)	0	(489)	0	0.0%	breakeven
NET EXPENDITURE	202,457	121,098	122,591	(1,528)	121,063	35	0.0%	underspend

£000's

35	0.0%
(0)	0.0%

Bottom Line Position to 06 January 2017 is an underspend of
Anticipated Year End Budget Position is breakeven of



To: EDUCATION & CHILDREN POLICY BOARD

On: 9 MARCH 2017

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 6th January 2017 totals £12.442m compared to anticipated expenditure of £12.380m for this time of year. This results in an over-spend position of £0.062m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.062m o/spend	1% o/spend	£0.033m u/spend	0% u/spend
Total	£0.062m o/spend	1% o/spend	£0.033m u/spend	0% u/spend

- 1.2 The expenditure total of £12.442m represents 56% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 6th January 2017, and is based on the Capital Investment Programme which was approved by members on 3rd March 2016, adjusted for movements since its approval.

4. **Budget Changes**

- 4.1 Since the last report budget changes totalling £1.672m have arisen which reflects the re-profiling of budget from 2016/17 to 2017/18 due to updated cashflows received for the projects :-
- St Paul's PS/Foxlea Nursery Co-location/Refurb (£0.942m).
 - Close Support Unit (£0.730m).

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –
Greener - Capital investment will make property assets more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.

List of Background Papers

- (a). Capital Investment Programme 2016/17 & 2017/18 – Council, 3rd March 2016.

The contact officers within the service are:

- Geoff Borland, Extension 4786
- Alison Fraser, Extension 7376
- George McLachlan, Extension 6133

Author: *Geoff Borland, Principal Accountant, 0141 618 4786, geoffrey.borland@renfrewshire.gov.uk.*

Education & Children - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN

Project Title	Approved Programme @03/03/16	Current Programme MR 10	Year To Date Budget to 06-Jan-17	Cash Spent to 06-Jan-17	Variance to 06-Jan-17	% Variance	Cash to be Spent by 31-Mar-17	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Schools Investment Programme	0	347	49	49	0	0%	298	14%
Early Years Estate Programme	2,100	1,056	223	268	-45	-20%	788	25%
Primary Schools Estate Programme(SEMP)	17,737	9,761	6,777	6,794	-17	0%	2,967	70%
Other Schools Investment Programmes	8,793	10,648	5,340	5,340	0	0%	5,308	50%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Rowanlea/Arkleston Children's Units	0	0	-20	-20	0	0%	20	-
Close Support Unit	0	20	11	11	0	0%	9	55%
TOTAL EDUCATION & CHILDREN BOARD	29,030	22,232	12,380	12,442	-62	-1%	9,790	56%



To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Children's Services

Heading: Community Justice Renfrewshire Draft Local Outcomes Improvement Plan 2017 to 2018

1. Summary

- 1.1. Community Justice (Scotland) Act 2016 received royal assent on 21 March 2016. Under the new model, the Community Justice Authorities will be disestablished on 31 March 2017 and new community justice arrangements are being put in place at both a national and local level.
- 1.2. Community Justice Renfrewshire was created in response to the Act and is now firmly established within Renfrewshire Council's robust Community Planning arrangements.
- 1.3. It is a requirement of the Community Justice (Scotland) Act 2016 that statutory partners must work together to prepare a plan for their local authority area, to be submitted to Community Justice Scotland by March 2017. A National Strategy for Community Justice and Outcomes, Performance and Improvement Framework was published on 24 November 2016 which partners have a duty to regard in their planning process.
- 1.4. Community Justice Renfrewshire has produced a Community Justice Local Outcomes Improvement Plan. The plan sets out our assessment against national outcomes and identifies local priorities for action, along with a participation statement detailing actions taken to involve community bodies and thirds sector bodies in community justice and the preparation of the plan. This draft has been sent for consultation to Community Justice Scotland and wider community consultation has also taken place.
- 1.5. Throughout 2016 to 2017, Community Justice Renfrewshire has been working with the North Strathclyde Community Justice Authority to learn from good practice and ensure a smooth transition through the shadow year to the new arrangements for Community Justice being established on 1 April 2017.

2. Recommendations

2.1. The Education and Children Policy Board is asked to:

- (a) Approve the Community Justice Renfrewshire Local Outcomes Improvement Plan as outlined in appendix A.
 - (b) Note that the report seeks approval from the board to authorise the Lead Officer, Community Justice Renfrewshire to make such minor changes to the Plan that may arise through consultation.
 - (c) Note that the Community Justice Renfrewshire Local Outcomes Improvement Plan is required to be submitted to Community Justice Scotland by 31 March 2017.
-

3. Background

- 3.1. The Community Justice (Scotland) Act 2016 received Royal Assent on 21 March 2016. Its purpose, to make provision about community justice, establishing a new national body (Community Justice Scotland) to oversee community justice and introduce requirements in relation to the achievement of particular nationally and locally determined outcomes, and to provide national, professional and strategic leadership for community justice in Scotland.
- 3.2. Under the new model, the Community Justice Authorities will be disestablished on 31 March 2017 and new community justice arrangements are being put in place at both a national and local level. These place a duty on statutory partners to have regard to the National Strategy for Community Justice. The statutory partners must work together to prepare a plan for their local authority area, to be submitted to Community Justice Scotland by March 2017. They are jointly responsible for the plan's development and implementation.
- 3.3. The National Strategy for Community Justice and Outcomes, Performance and Improvement Framework was published on 24 November 2016 to assist partners in their planning process. It contains a statement of the aims of community justice and proposed actions to achieve those aims with national outcomes, which are to be achieved in each local authority area and national indicators for measuring performance.
- 3.4. Community Justice Renfrewshire was created in response to the Community Justice (Scotland) Act 2016; it is now firmly established within Renfrewshire Council's robust Community Planning arrangements.

Membership includes:

- Renfrewshire Council, Children's Services
- Renfrewshire Council, Chief Executive's Service/Renfrewshire Community Planning Partnership
- Police Scotland
- Scottish Fire and Rescue

- Scottish Courts and Tribunals
 - Scottish Prison Service
 - Skills Development Scotland
 - Renfrewshire Health and Social Care Partnership
 - Engage Renfrewshire (TSI)
 - Criminal Justice Voluntary Sector Forum
 - Victim Support
 - The Wise Group
 - Apex Scotland
 - Turning Point Scotland
 - NHS Greater Glasgow and Clyde
 - Renfrewshire Alcohol and Drug Partnership.
- 3.5. Community Justice Renfrewshire is committed to building on the effective partnership approaches within Renfrewshire, to prevent offending and reduce reoffending. There will be a focus on engagement with the community. This will include those who have committed offences, their families and persons affected by crime, in order to make Renfrewshire a safer place to live and work.
- 3.6. In January 2016, the Renfrewshire Community Justice Transition Plan was submitted to Scottish Government detailing plans for the shadow year 2016 to 2017. Throughout this period, Community Justice Renfrewshire has been working together with colleagues from the North Strathclyde Community Justice Authority to ensure a smooth transition in taking on full responsibility for community justice from 1 April 2017.
- 3.7. Some of the work undertaken throughout the transition period includes:
- A Lead Officer Community Justice was appointed in April 2016 and is managed by the Criminal Justice Service Manager and co-located with child and public protection colleagues. Since coming in to post, our Lead Officer has worked closely with colleagues from the Chief Executive's services to ensure a close link across community planning in preparation for the transition of responsibility. The Lead Officer has also undertaken widespread familiarisation within community justice partners in Renfrewshire and training on public engagement to ensure that we maximise the opportunities to engage with relevant individuals in the community;
 - The Memorandum of Understanding is in its final stage of completion, a strategic needs assessment has been carried out which has informed our strategic plan and there has been wide consultation on the plan;

- Throughout November 2016, the Lead Officer Community Justice Renfrewshire carried out a series of focus groups/interviews with people with convictions from the Renfrewshire area. These took place with groups on a voluntary basis, with groups who were subject to community sentences and groups of prisoners on remand and serving both short and long sentences. The purpose of these sessions was to give service users the opportunity to share their views and experiences of their journey through the Criminal Justice System, to get first hand feedback of what is currently working well within Renfrewshire and to identify areas for improvement. This information formed part of our strategic needs assessment and helped inform our Local Outcomes Improvement Plan;
- Engagement with people with convictions has consistently identified employment as a significant factor that would support a positive lifestyle. Work is being undertaken to analyse the employability needs of the offender population, and how to develop skills gained through unpaid work to further training and employment. Engagement with Recruit with Conviction has led to the establishment of the Renfrewshire Employability Network and events and workshops have commenced early 2017 to provide training for staff and engage with local employers to improve the employment opportunities for those with previous convictions;
- Staff training was organised and facilitated by Families Outside to ensure that we create awareness amongst partners about the impact of imprisonment on children and families, so that they are better able to support them. This training has included criminal justice social workers and teaching staff and further courses are planned for early 2017 to include home link workers and families' first staff members;
- A Community Justice link has been created on the Renfrewshire 2023 (Community Planning) website with publication of the Renfrewshire Community Justice Transition Plan 2016/2017;
- The Lead Officer Community Justice now participates in the following groups:
 - Community Justice and Health Improvement Strategic Group;
 - National Community Justice Coordinators Steering Group;
 - Renfrewshire Alcohol and Drug Partnership Delivery Group;
 - Renfrewshire Gender Based Violence Strategy Group.
- The Lead Officer was involved in the planning of a series of thematic events, the first of which was held in September 2016. This looked at increased use of diversion and fiscal work orders as well as communication timescales to assist early bail assessments and reduce remand. This event involved Crown Office Procurator Fiscal Service, Criminal Justice Social Work, Whole Systems in Renfrewshire and Police Scotland. The second of the events was held in December 2016 and involved Criminal Justice Social Work, Police Scotland and Youth Justice Colleagues who shared good practice in relation to diversion from prosecution at an early stage in the process. The purpose of these events is to assist in the development of an early intervention strategy for the Strathkelvin sheriffdom area.

- 3.8. In line with the requirements of the Community Justice (Scotland) Act 2016, Community Justice Renfrewshire has produced the Community Justice Renfrewshire Local Outcomes Improvement Plan. The plan sets out our assessment against national outcomes and identifies local priorities for action along with a participation statement detailing actions taken to involve community bodies and thirds sector bodies in community justice and the preparation of the plan. This draft has been submitted for consultation to Community Justice Scotland.
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Implications of this report

1. Financial Implications

Direct funding is provided by Scottish Government to support the new strategic arrangements.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Safer and Stronger

- The development of the new community justice arrangements have been reported to the Safer and Stronger Thematic Board and support the outcomes of the community plan.

4. Legal Implications

The Community Justice (Scotland) Act 2016 places a duty on community justice partners to plan for their local area.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Background Paper 1: Community Justice Renfrewshire Draft Local Outcomes Improvement Plan 2017 to 2018

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

The contact officer within the service is Annie Torrance, Lead Officer Community Justice, email;annie.torrance@renfrewshire.gcsx.gov.uk.

Children's Services

AT/DH/LG

14 February 2017

Author: Dorothy Hawthorn, Head of Child Care and Criminal Justice,
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Community Justice Renfrewshire Local Outcomes Improvement Plan 2017 to 2018

The opportunity to create a better community



Contents

What is community justice?

Why have a community justice approach?

Who are Community Justice Renfrewshire?

What are the local issues?

The user voice

What are our priorities?

How will we know its working?

Appendix A – Community Justice Renfrewshire Action Plan

Appendix B – Services available in Renfrewshire

Appendix C – Glossary

What is community justice?

Community justice is protecting the community. As well as delivering justice for the victims of offending and about making our communities feel safer, it's about working with people with convictions to give them the support and help they need to reduce the risk of re-offending.

When we talk about community justice, we mean all the people and organisations that work together to support victims and families affected by crime and who support manage and supervise people who have committed offences from arrests through to the sentences they receive in court and on to their rehabilitation and reintegration back into the community.

These are not things that any single organisation could achieve alone. Because of this, the Scottish Parliament has introduced the Community Justice (Scotland) Act 2016, a law which means that statutory agencies must work together to plan their work and report on how they are performing.

In passing the law, the Scottish Government set out a goal:

“Scotland is a safer, fairer and more inclusive nation where we:

- *Prevent and reduce further offending by addressing its underlying causes and;*
- *Safely and effectively manage and support those who have committed offences to help them become part of the community and realise their potential for the benefit of all citizens.*

To reach this goal, we know that;

- By telling communities about community justice issues and encouraging them to take part in planning our services, interventions will be more effective.
- Community justice issues are complex and we need to work together to make things better.
- Every member of our community, including those who have committed offences, their families, and victims of crime should have access to high quality services that work together to address the needs of each individual.

- People should be given the right help at the right time; this should assist in preventing people from committing offences.
- People must be held to account for their offences, in a way that recognises the impact on victims of crime and is mindful of risks to the public, while being proportionate and effective in preventing and reducing further offending.
- Re-integrating those who have committed offences into the community and helping them to realise their potential will create a safer and fairer society for all.

Why have a community justice approach?

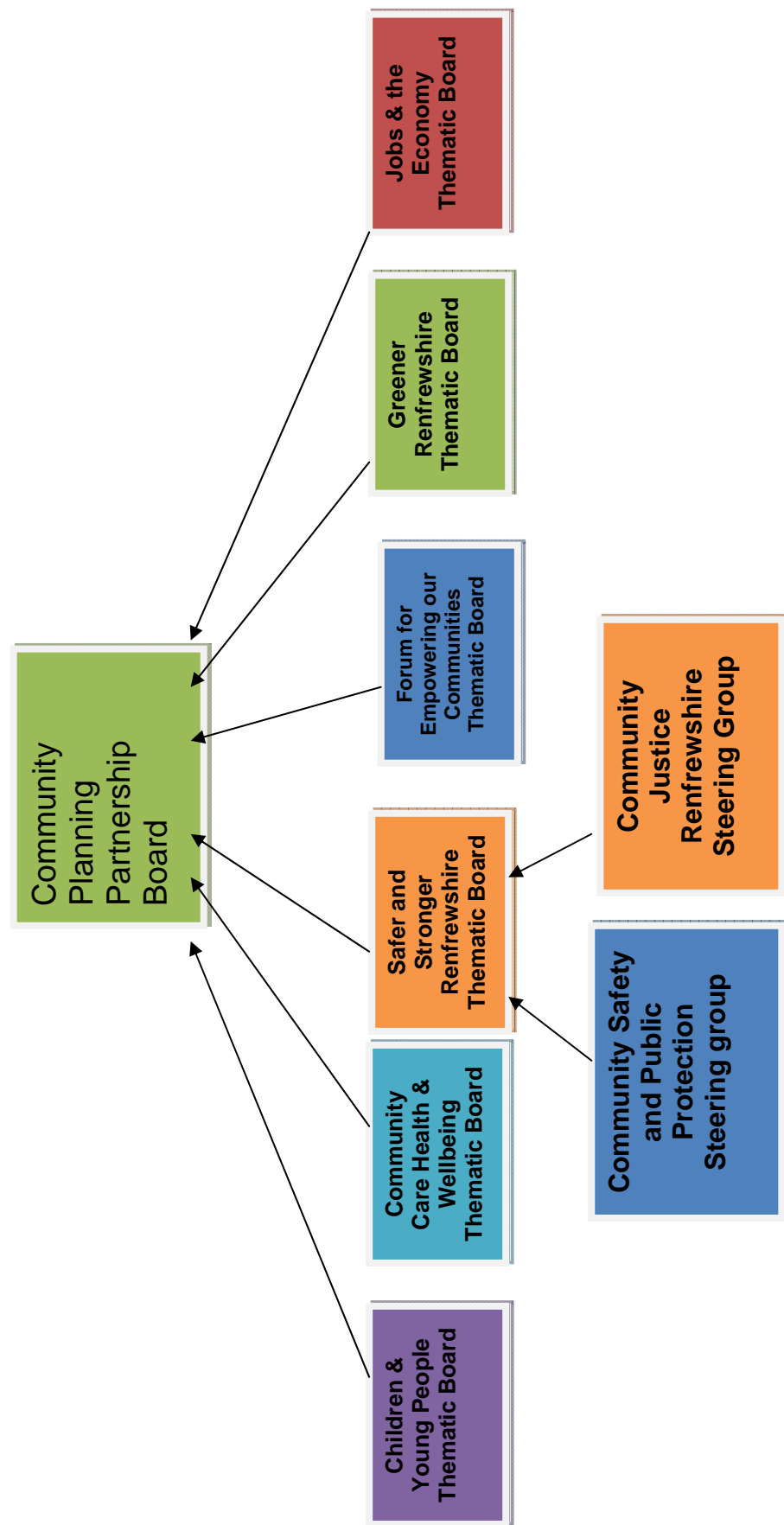
The community is at the heart of the new model – we aim to consult and engage with those who have a stake in it. We are committed to working with the local community to identify local priorities and take action to reduce offending and re offending within Renfrewshire. Plans will be made involving local people who know their area best. This is our opportunity to create to a better community for Renfrewshire.

- Community Justice Renfrewshire will help prevent crime by working with partners to support preventative activities in the community and help reduce crime by encouraging people with an offending history feel part of their community and be good citizens.
- Prison remains appropriate for people who commit serious offences but locking people up isn't always a good way to stop reoffending. Community justice is proven to work.
- Community-based justice is not a soft option – it's a punishment based on reparation as well as rehabilitation.
- Rehabilitation is a key part of the approach – we want to help people with convictions find employment and stable housing, and reduce the chances of them reoffending; this benefits the whole community.
- Community Justice Renfrewshire will work with wider community planning partners to support the prevention of offending.

Who are Community Justice Renfrewshire?



Community Justice Renfrewshire is firmly established within Renfrewshire Council's robust Community Planning arrangements and our priorities reflect those contained in the Renfrewshire Community Plan 2013 – 2023. The Community Plan is due to be replaced by a new Local Outcome Improvement Plan and locality plans by 1 October 2017 with a focus on improving outcomes and reducing inequalities. The Diagram below identifies the existing Community Planning arrangements; however these will change during 2017.



People and organisations in Renfrewshire already work together on community justice and the new arrangements will make this partnership even stronger. Some of the groups where organisations already come together include:

- Safer and Stronger and Children and Young People Community Planning Thematic Boards
- Multi-Agency Public Protection Arrangements
- Child and Adult Protection Committees
- Alcohol and Drug Partnership
- Gender Based Violence Strategy Group
- Employability Network
- Low Moss PSP Governance Group
- NHSGGC Community Justice Health Improvement Strategic group

What are the local issues?

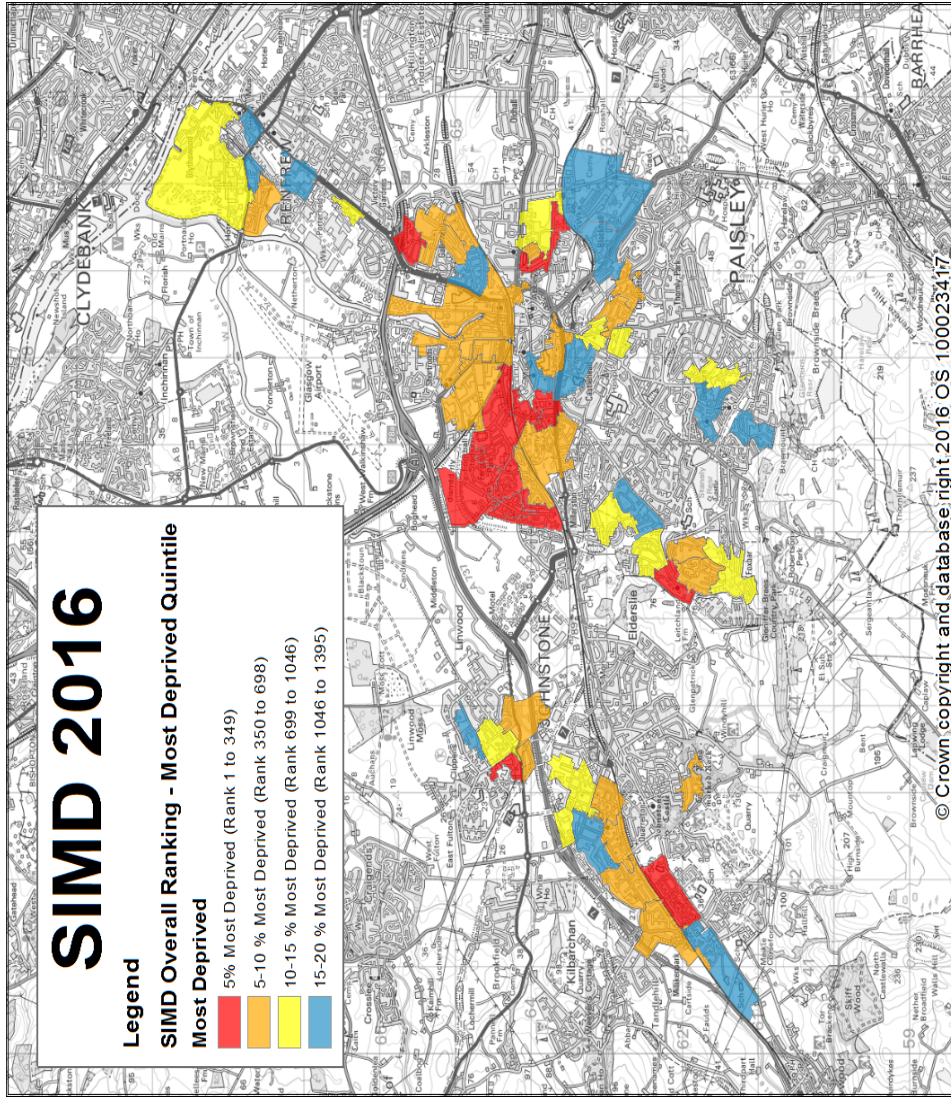
Deprivation

Renfrewshire's population is around 174,500 which accounts for 3 per cent of the Scottish population. We have the ninth largest population by council area and the second highest population density in Scotland outside the four major cities.

Renfrewshire is a diverse area with both large towns and rural areas. Our communities have a strong sense of identity and in many cases a long history. Pockets of severe long-term deprivation sit very close to prosperous areas, and centuries-old settlements are neighbours to growing new communities.

Just over a quarter of the population of Renfrewshire are in the top 20% most deprived parts of Scotland. The single overall most deprived data zone in Scotland is located in Paisley. At the other end of the scale, there are 12 small areas in Renfrewshire which are in the 10% least deprived parts of the country.

Deprivation is not just about income. It's also about health and wellbeing, about education and job prospects, about access to services, about housing and about crime. All of this affects the quality of life in our communities.



Please follow link to [simd.scot](https://simd.scot.nhs.uk/) website.

We know, for example, that there is a big gap in life expectancy between communities within Renfrewshire. Life expectancy for men living in Ferguslie is 16.4 years less than for men who live in Bishopston, and there are other examples of these gaps. We also know that there are big differences in how healthy people are in older age.

Drugs and Alcohol

Figures on hospital presentations tell us that Renfrewshire has a higher than average number of people misusing drugs and alcohol. Misuse of alcohol and drugs are recognised as leading to ill health, preventable injury and death, worklessness and serious and petty offending. Alcohol and drugs are key factors in violence and is often a factor when children are taken into care.

Homelessness

The security of having a roof over your head and somewhere you identify as home is important for all of us in maintaining a secure and stable lifestyle. People leaving prison were almost twice as likely to have reported homelessness in the preceding 12 months as someone who has not been in prison. They are also less likely, as a homeless person, to receive permanent accommodation and more likely to have their application closed due to 'lost contact'. In 2014/15, 83% of all homeless applications in Renfrewshire were from single applicants (60% males, 23% females).

Homeless applications have been falling in Renfrewshire for several years for all groups of people except prison leavers – those applications have almost doubled in the last 10 years.

Employability

Up to 1 in 3 males and 1 in 10 females in Scotland are likely to have a criminal record which may act as a barrier to employment. People with convictions may not feel that their conviction is the only barrier. As well as the process of having to declare convictions to potential employers, there is evidence which links a lack of skills, poorer education and a lack of self-confidence with offending. Because of this, people with convictions can be less 'job ready' than others. When people struggle to find work, it may be another reason that makes it difficult for them to have a stable lifestyle and contribute to their community.

Last year, we carried out some research with people in prison and those serving community sentences. Almost all those interviewed cited joblessness and lack of money as a key factor in their offending. Drug and alcohol use also featured strongly. When asked what would help them not to re-offend, almost three-quarters of those being interviewed said training and help to find employment.

Crime

Each year, the Scottish Government publishes information on the number and type of crimes committed in each council area. Figures for Renfrewshire tell us that the number of crimes is falling. When Police Scotland were preparing their local policing plan for 2014-17, they consulted Renfrewshire residents. The biggest single issue they wanted police to focus on locally was drug crime. Because of this, tackling the supply and misuse of drugs was a top priority in the Renfrewshire Local Policing Plan. Tackling the illegal supply and use of controlled drugs not only reduces the harm it does to individuals, families and communities, it also addresses a number of other issues associated with the drug trade from funding serious and organised crime and terrorism to

general antisocial behaviour and linked crimes of dishonesty. Because of this focus, almost one-quarter of all crimes reported in Renfrewshire in 2015-16 were drug-related.

Gender-based violence is another focus for not only the police but for other organisations locally. The number of people who are victims of physical, sexual or emotional abuse and neglect is a major concern. Domestic abuse in particular affects the lives of individuals as well as their families.

There are already strong multi-agency arrangements in place to work with the perpetrators and victims of gender based violence and it is important that this work remains a priority for everyone involved.

Sentencing

The number of people receiving short prison sentences from the courts has been falling and there is much more use of community sentences. In Renfrewshire, work with women who offend has been very successful and there are fewer than 10 women from Renfrewshire currently serving a prison term. 97% of Renfrewshire's prison population are male with 94% being over 21 years of age.

The main community sentence used by courts is the Community Payback Order. In Renfrewshire, a person on one of these orders is most likely to be aged 21-30. The number of these orders being made by the court has increased year on year since they were introduced in 2011, and the length of the orders has also been increasing. More women are being given this type of sentence. There has been considerable research to show that community sentences work better than prison for many people. This is especially true when compared to short prison sentences. Research with a small group of people currently on a Community Payback Order in Renfrewshire highlighted positive results. All those who took part felt that undertaking the order had not only had a positive effect on their lives, it had helped them to understand the impact on the victims of their offences. They were also able to cite a range of other services they had been able to access during the CPO, such as support with housing, mental and physical health issues and substance misuse.

The user voice

We asked people with convictions who use our services, what would help to stop them offending?

A job, house
and family

Hope – that you can
change and better
yourself, give people
something to do.

Structure
in life

I just want the chance
at a normal life and job

Employment,
but previous
convictions
hold you back!

Services, Programmes and Partnerships in Renfrewshire

In addition to services targeted specifically at those who have been convicted, Renfrewshire has a range of universal services which can address some of these needs and contribute to better outcomes and potentially a reduction in offending behaviour. Fuller information on the services available in Renfrewshire is included as Appendix C of this plan.

Services and programmes for people with convictions include:
<p>Low Moss Public Social Partnership Turnaround</p> <p>Constructs: Positive Steps to Stop Offending Moving Forward making Changes (MFMC), a Sexual Offending Group work Programme The Self-Change Programme (SCP)</p> <p>The Short Term Intervention Programme</p> <p>Controlling Anger and Regulating Emotions (CARE)</p> <p>The Pathways: Routes to Recovery and Desistance programme</p> <p>The Female Offending Behaviour (FOB) Programme</p> <p>Women's Community Justice Service</p> <p>Up2U: Creating Healthy Relationships</p>
Universal services which can support a reduction in offending
<p>Homelessness and housing support services</p> <p>Drugs services</p> <p>Alcohol services</p> <p>Health services</p> <p>Family support services</p> <p>Employability services</p> <p>Education providers</p>

The Renfrewshire Community Safety Partnership already brings together services which have a part to play in preventing and reducing offending, and protecting the public. By working in this way, Renfrewshire recognises that the police, the council, health, community wardens and voluntary organisations each play a part in making communities safer. As well as the wider work they do, partners also come together to deal with specific issues, such as gender based violence and managing high risk offenders. We want to build on existing success.

What are our priorities?

Community Justice Renfrewshire will continue to develop a commissioning approach to Community Justice Services in Renfrewshire as we develop our understanding of local needs and consult with our stakeholders.

Our key priorities have been identified as current priorities within Renfrewshire's existing Community Plan, our strategic needs assessment and from our interaction with stakeholders, with housing and employment also currently identified as national priorities for Scotland.

We will focus on;

- 1) Prevention and earlier intervention
- 2) Reduce offending and reoffending
- 3) Increase awareness of Community Justice Renfrewshire and its role

Key priorities

Employability

Renfrewshire has been committed to tackling worklessness and has made significant strides in tackling youth unemployment. Employment continues to be a national priority and people with convictions have told us this is the biggest factor which would help to stop them offending. It would provide much needed stability and structure and can help people gain confidence and the belief in themselves to make better choices and choose a different path.

To improve employability, community justice partners, including SPS, criminal justice social work, SDS and third sector partners will work to ensure that gaining skills and training for employment are a part of the rehabilitation journey and access to the job market is fair for persons with convictions.

We will develop the Renfrewshire Employability network and aim to hold a series of events with partners to identify opportunities for employment, volunteering, training and placements for persons with convictions within Renfrewshire.

Alternatives to custody

Evidence has shown that short prison sentences don't work when it comes to reducing reoffending. The number of people in Renfrewshire serving prison sentences has been reducing and there has been particular success in reducing the number of women and young people in prison. One impact has been the large increase in the use of Community Payback Orders but Community Justice Renfrewshire will consider other options, such as electronic monitoring.

We will work to gain a better understanding of alternatives and any barriers to their use.

Homelessness for Prison Leavers

Housing remains a national priority and we know that people who serve prison sentences are likely to return to custody and therefore to lose their accommodation. It is important that we try to break this cycle.

We know how important it is to have a stable home and the impact that can have on the likelihood of a person offending or reoffending.

We will develop initiatives to minimise the proportion of prison leavers presenting as homeless. .

Gender Based Violence

Tackling Gender Based Violence has been a priority for Renfrewshire given the significant impact for women and families. In 2015-16 Renfrewshire was above the national average for the number of incidents of gender based violence recorded by Police Scotland. There is a strong commitment to tackling this issue and Renfrewshire has a Gender Based Violence Strategy Group that is responsible for taking forward the national strategy "Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls" which was published in 2014. The group also takes forward actions delegated from with the Safer and Stronger Renfrewshire Action Plan and other activity to support the agenda locally.

Community Justice Renfrewshire will work with this group to contribute to the development of a Gender Based Violence Strategy to reduce gender based violence in Renfrewshire through a consistent approach to addressing perpetrators behaviours.

Support to Children and Families

We recognise the significant impact of prison on the families of people in custody. Our needs assessment identified that Renfrewshire families rarely seek support. We will work with Families Outside to raise awareness of and improve support to families and children and to educate staff to have better understanding of the impact of custody on family members.

How will we know it's working?

A national organisation, Community Justice Scotland, will have an overview of the work being done in each of the council areas; this plan is part of that oversight.

Every Community Justice Partnership has to have a plan which explains what they intend to do to reduce offending and re-offending in their local area. Community Justice Scotland will give us feedback on the plan and give us support with things that we want to improve.

Our action plan ([Appendix A](#)) details the actions we plan to undertake and we will develop measurable outcomes and indicators. We will review our plan each year; so that we can measure success, ensure that the priorities are still the right ones for Renfrewshire and that we are grasping the opportunity to create a better community in Renfrewshire.

Community Justice Renfrewshire – Local Outcomes Improvement Plan 2017 to 2018

Appendix A - Action Plan

In line with the requirements contained within the National Strategy for Community Justice and Outcomes and Improvements Performance Framework we will report against the following National and Local Outcomes;

National Outcomes **Structural**

1. Communities improve their understanding and participation in community justice
2. Partners plan and deliver services in a more strategic and collaborative way.
3. People have better access to the services they require, including welfare, health and wellbeing, housing and employability.
4. Effective interventions are delivered to prevent and reduce the risk of further offending.

By achieving the above structural outcomes we seek to deliver changes which will improve lives at an individual level and lead to the following person centric outcomes.

Person Centric Outcomes

5. Life chances are improved through needs, including health, financial inclusion, housing and safety being addressed.
6. People develop positive relationships and more opportunities to participate and contribute through education, employment and leisure activities.
7. Individual's resilience and capacity for change and self-management are enhanced.

Local Outcomes

8. Prevention and earlier intervention
9. Reduce offending and reoffending
10. Increase awareness of Community Justice Renfrewshire and its role

National Outcomes

1. Communities improve their understanding and participation in community justice					
Ref	Indicator	Action / Measure	Lead	Timescale	Status
1.1	Activities carried out to engage with "communities" as well as other relevant constituencies.	Develop Communication & Engagement Strategy.	CJR Lead Officer/all relevant partners	2017	
		Develop Communication & Engagement Plan.		2017	
1.2	Consultation with communities as part of community justice planning and service provision.	Develop a consultation process that feeds into the planning and improvement cycle.	CJR Lead Officer/ all relevant partners	2017	
		Develop specific consultation process for direct engagement with service users.		2017	
		Link wider Community Planning and Community Safety consultations to Community Justice.		2017	
1.3	Participation in community justice, such as co-production and joint delivery.	Develop a Participation Strategy and Plan and explore opportunities from identified needs.	CJR Lead Officer/ all relevant partners	2017	
		Explore opportunities for joint delivery using community assets.		2017-2018	
1.4	Level of community awareness of / satisfaction with work undertaken as part of a CPO.	Incorporate customer / community feedback as part of Community Justice Quality Assurance reporting.	CJR Lead Officer	2018	

1.5	Evidence from questions to be used in local surveys / citizens panels etc.	Develop a question set that includes awareness, visibility, understanding, confidence and participation.	CJR Lead Officer	2018	
1.6	Perceptions of the local crime rate.	Incorporate this as part of a local community justice performance framework.	CJR Lead Officer	2017	

2. Partners plan and deliver services in a more strategic and collaborative way

Ref	Indicator	Action / Measure	Lead	Timescale	Status
2.1	Services are planned for and delivered in a strategic and collaborative way.	Maximise the use of existing self-evaluation and quality assurance and review for any gaps, support development of a programmed approach.	CJR Lead Officer/ all relevant partners	2018	
		Participate in local strategic groups to ensure community justice agenda is embedded within the prevention and early intervention agenda.		2017	
		A Community Justice Strategic Commissioning Strategy will be developed. This will include identifying potential opportunities for tests of change.		2018	
		Develop a Participation Strategy and Plan.		2017	
		Ensure transition planning for young people is reflected in both community justice and integrated children's service planning.		2017	
2.2	Partners have leveraged resources for community justice.	A Community Justice Strategic Commissioning Strategy will be developed.	CJR Lead Officer	2018	
		Community Justice Renfrewshire partners will explore every opportunity for leverage of resources within development of pathways and services and will report on this as part of the performance framework.	CJR Lead Officer/ all relevant partners	2017+ Ongoing	

2.3	Development of community justice workforce to work effectively across organisations / professional / geographical boundaries.	<p>A Workforce Plan will be incorporated into the Strategic Community Justice Commissioning Strategy. This will take cognisance of existing community justice partner's workforce development.</p> <p>Ensure all opportunities for joint training are utilised.</p> <p>Community justice awareness raising sessions will be provided to ensure staff awareness of their role within community justice.</p>	CJR Lead Officer/ all relevant partners	2018	
2.4	Partners illustrate effective engagement and collaborative partnership working with the authorities responsible for the delivery of MAPPA.	Existing arrangements across the local authority areas of the NSCJA will continue with regards to the delivery of MAPPA. These will be reported within MAPPA annual reports. Quality Assurance will continue to inform effectiveness or areas for development.	Responsible authorities for MAPPA	2017+ annually	

3. People have better access to the services they require, including welfare, health and wellbeing, housing and employability

Ref	Indicator	Action / Measure	Lead	Timescale	Status
3.1	Partners have identified and are overcoming structural barriers for people accessing services.	<p>Develop process to understand barriers from service user's perspective.</p> <p>Develop an improvement plan detailing steps to be taken and progress to address barriers.</p>	CJR Lead Officer/ all relevant partners	2017	
3.2	Existence of joint-working arrangements such as	Review existing arrangements, including processes, protocols and pathways ensuring	CJR Lead Officer/ all	2017	

	processes / protocols/pathways to ensure access to services to address underlying needs.	appropriate access to services at every part of the community justice journey. Develop an Improvement plan detailing appropriate steps to be taken and progress to address any gaps and barriers to services. Review current pathways in place on specific initiatives including mentoring, through care, employability, education and other pro-social activities, considering responsiveness and supports to aid access to services. Develop performance measures and include these in the performance reporting framework.	relevant partners	2017 2017-2018 2017-2018	
3.4	Speed of access to mental health services.	Explore current waiting times/barriers and consider any potential areas for improvement.	HSCP Representative	2017	
3.5	Speed of access to drug and alcohol services.	Explore current waiting times/barriers and consider any potential areas for improvement. Contribute to the redesign of addiction services in Renfrewshire.	ADP Lead Officer	2017	
3.6	% of people released from a custodial sentence: <ul style="list-style-type: none"> Registered with a GP; where homelessness prevented Have had a benefits eligibility check. 	Clarify capacity to track and measure and incorporate relevant measures into the performance reporting framework and improvement cycle.	SPS/ Homeless Services	2017	

4. Effective interventions are delivered to prevent and reduce the risk of further offending					
Ref	Indicator	Action / Measure	Lead	Timescale	Status
4.1	Targeted interventions have been tailored for and with an individual and had a successful impact on their risk of further offending.	Map existing intervention options and consider how their effectiveness can be evaluated.	CJSW	2017-2019	
		Identify gaps and develop an Improvement Plan.		2017-2019	
		Develop a Community Justice Strategic Commissioning Strategy, including targeted interventions and community capacity building opportunities.		2018	
4.2	Provision of appropriate other activities requirement within CPOs.	Evaluate the current use of "other activities requirement" in CPOs, ensuring these are person-centred.	CJSW	2017-2018	
		Identify community capacity opportunities and develop an Improvement Plan.		2017-2018	
4.3	Quality provision of CPOs and DTTOs.	Continue to develop quality assurance in relation to the supervision of CPOs and DTTOs	CJSW	2017	
4.4	Reduced use of custodial sentences and remand: <ul style="list-style-type: none"> Balance between community sentences relative to short custodial sentences under 1 year. Proportion of people appearing from custody who are remanded. 	Develop a quantitative measure to outline the impact of initiatives to shift the balance between custody and non-custodial measures and sentences. Incorporate this into the Community Justice Performance Framework. Clarify source of reporting for those sentenced where there is no CJSW involvement.	CJR Lead Officer/all relevant partners	2018	

4.5	The delivery of interventions targeted at problem drug and alcohol use.	<p>Consider the number of Alcohol Brief Interventions delivered in criminal justice healthcare settings and whether there is any capacity for improvement. Include this in the Community Justice Performance Framework.</p> <p>Develop a measure to report on the number of referrals from criminal justice sources to drug and alcohol specialist treatment. Include this in the Community Justice Performance Framework.</p>	CJSW	<div>2017</div>	
4.6	Numbers of police recorded warnings, police diversion, fiscal measures, fiscal diversion, supervised bail, and community sentences (including CPOs, DTTOs and RLOs).	Develop processes to capture the number of police recorded warnings; police diversion; fiscal measures, (including fines, fiscal work orders, fiscal compensation order and fixed penalty notice), fiscal diversion to social work; supervised bail and community sentences. Include this in the Community Justice Performance Framework.	Police Scotland/CJSW	2017-2018	
4.7	Identify those subject to short-term sentences less than 1 year.	<p>Assess the ability to identify those currently subject to short term sentences.</p> <p>Explore with PSP the opportunity to understand the needs of this group with the aim of identifying if alternative to custody could be better utilised in future.</p>	SPS	2017	

5. Life chances are improved through needs, including health, financial inclusion, housing and safety being addressed.				
Ref	Indicator	Action / Measure	Lead	Timescale
5.1	Individuals have made progress against the outcome.	Develop service user feedback processes for health, finance, housing and safety indicators and measure over time to understand and record progress against outcomes.	CJR Lead Officer/all relevant partners	2017

6. People develop positive relationships and more opportunities to participate and contribute through education, employment and leisure activities.				
Ref	Indicator	Action / Measure	Lead	Timescale
6.1	Individuals have made progress against this outcome.	Develop service user feedback processes for education, employment and leisure indicators and measure over time to understand and record progress.	CJR Lead Officer/all relevant partners	2017

7. Individual's resilience and capacity for change and self-management are enhanced.				
Ref	Indicator	Action / Measure	Lead	Timescale
7.1	Individuals have made progress against this outcome.	Develop service user feedback on indicators for resilience, capacity for change and self-management and measure over time to understand and record progress.	CJR Lead Officer/all relevant partners	2018/19

Local Outcomes

8. Prevention and earlier intervention					
Ref	Indicator	Action / Measure	Lead	Timescale	Status
8.1	Contribute to the development of a Gender Based Violence Strategy to reduce Gender Based Violence in Renfrewshire, and ensure a consistent approach to addressing Gender Based Violence by Criminal Justice Social Work.	Strategy developed, including outcome measures.	CJR Lead Officer/ CJSW	2017	
8.2	Ensure a consistent approach to addressing Gender Based Violence by Criminal Justice Social Work.	Evaluation of Up2U intervention programme.	CJSW		
8.3	Maximise local prevention and early intervention.	Strategy developed, including outcome measures.	CJR Lead Officer	2017	

9. Reduce offending and reoffending				
Ref	Indicator	Action / Measure	Lead	Timescale
9.1	Reduce homelessness in prison leavers.	Monitor numbers and consider impact of service initiatives.	Housing	2018/2018
9.2	Implementation of new alternatives to custody.	Roll out national initiatives when available e.g. social work support to electronic monitoring.	CJSW	2018/2018
9.3	Improve engagement with through care services.	Work with Low moss PSP to explore sustainability of approach.	SPS	

10. Increase awareness of Community Justice Renfrewshire and its role				
Ref	Indicator	Action / Measure	Lead	Timescale
10.1	Raise the profile and promote community justice.	Undertake awareness raising events with stakeholders and the general public, and then measure awareness at a future date.	CJR Lead Officer	2017-2018
10.2	Educate and raise awareness of employability staff and strengthen links with local employers	Develop Renfrewshire Employability network and hold events/training/workshops in conjunction with Recruit with conviction, and Identify employment opportunities / placements and skills / training / volunteering opportunities that employer's need. Evaluate awareness and training.	Renfrewshire Employability Network	2017
10.3	Raise awareness of the impact of prison on families and children.	Provide Families Outside training to CJSW staff, Children's and families' SW staff, Teachers, Families First staff and Home link workers. Undertake evaluation of training and awareness delivered.	CJR Lead officer	2017

Community Justice Renfrewshire Local Outcomes Improvement Plan 2017 to 2018

Appendix B - Services available in Renfrewshire

a) Substance Misuse Services

The Torley Unit

The Torley Unit is located in Dykebar Hospital and offers support to individuals in Renfrewshire area with addiction problems to maintain them in the community to reduce physical and psychological harm. The service promotes recovery based interventions in the form of alcohol detoxification, education and relapse prevention groups and offers protective medications.

The Torley Unit promotes abstinence from both alcohol and substance misuse and can refer on to other agencies if controlled drinking/substance misuse is preferred. Care plans are developed in collaboration with individuals. The service also works closely with social work colleagues in maintaining child safety. Links are also established with other partners who offer support to access training and employment opportunities.

Renfrewshire Drug Service (RDS)

Renfrewshire Drug Service (RDS) offers a range of support to assist people to work towards recovery from drug addiction. The team is based at the Backsneddon Centre, Backsneddon Street, Paisley.

RDS can offer a wide range of support. The team comprises of nurses, doctors, social workers, addiction workers and a psychologist. Support available includes psychological therapies, medicines such as methadone or subutex and group work programmes to help in an individual's recovery.

RDS offers harm reduction too which includes access to the needle exchange, sexual health advice and overdose prevention awareness. Hep C testing is also available.

Staff regularly liaises with other health/ social work professionals to support individuals in their recovery

Integrated Alcohol Team (IAT)

The IAT offers a range of support to assist people work towards recovery. Recovery might include reduced alcohol use or becoming abstinent from alcohol, through 1:1 sessions, group work and where appropriate referral to The Torley Unit, RCA Trust and other appropriate services

RADAR

RADAR is a dedicated resource for young people from their teenage years to early adulthood if they continue to require support. The team are based at Backsneddon Street. RADAR provides group work programmes to support young people with alcohol or drug issues. This includes specific groups for young people affected by Cannabis use, young women's groups, young men's groups, as well as a summer programme.

RCA Trust

RCA Trust, based at Inle Street Paisley, is a voluntary agency who offer support to people affected by alcohol.

The RCA Trust is an independent voluntary organisation and a charity registered in Scotland with over 35 years' experience in supporting people across Renfrewshire. The main aim of the organisation is to help and support people who are both directly and indirectly affected by alcohol, gambling and other problem behaviours to reduce the impact on the individual, their families and the wider community as a whole.

They support people with;

- Advice and Education
- Information and signposting
- One to One counselling
- Group work
- Accommodation Services

Sunshine Recovery Café

The café is open every Wednesday from 1pm - 4pm. The Sunshine Recovery Cafe offers a safe, drug and alcohol free space where people in recovery can meet up with peers and get involved in positive activities. The Cafe is run by people who are in recovery from addiction who are passionate about supporting others to recover.

Individuals visiting the Cafe can have a low cost lunch, receive acupuncture, join a writers group, play pool, get involved in a guitar group and share experiences with other people in recovery. The volunteers who support the Cafe were recognised by the NHS for their inspirational leadership in championing recovery from addiction in Renfrewshire by winning the chairman's award.

The Alcohol Carers Group

The Alcohol Carers Group was set up to help people who care for someone with an alcohol problem. Carers can come along to one of the support groups to talk to other people who are in a similar situation for support, practical advice and a listening ear.

Barnardo's Threads

Barnardo's Threads provides family and housing support to young people and young parents across Renfrewshire. They can offer:

- pre & post-natal group parenting programmes- pre-natal education, new baby group, Mellow Bumps, Triple P, play & child development groups underpinned by the Five to Thrive approach.
- one to one emotional support
- practical advice with benefits, grants & budgeting
- energy advice to reduce fuel poverty
-

Threads Plus offers additional intensive support to families affected by problematic substance use. There are 2 types of support available- to the young parent who is using substances and support to the non-using parent and their child.

Threads Connections provides additional help and support to young parents and children affected by Domestic Abuse- safety planning, information on the impact on domestic abuse, support to access specialist services etc.

The Alcohol Liaison Service

The Acute Addiction Liaison Service provides a referral route, and assessment for all individuals either admitted to or who have attended the Royal Alexandra Hospital. Addiction liaison staff also provides professional recommendations on treatment options and implementation of training to acute sector staff and implementation of appropriate care programmes for patients. Addiction liaison staff also provides an out-patient clinic and a home visit service for patients to ensure a seamless transition of care. The service also conducts regular clinical audits to ensure best practice is implemented and also pilot new service developments.

Family Support Service

The Family Support Service supports people who are affected by someone else's drug use. They offer friendly support in group sessions or one to one advice. Family Support also provides respite days out. Most recently the group have been sailing and rock climbing.

Route 66

The Route 66 service was established in 2012 with financial support from Renfrewshire ADP and Scottish Recovery Consortium with the key aim of supporting women to recover from problematic alcohol use by providing peer support and befriending services.

The Network

The Network Service can provide support individuals to engage in meaningful day activities, including employment, work placements, voluntary work or educational opportunities. The service provides ongoing practical and emotional support to enable individuals to identify, achieve and maintain vocational goals and aspirations.

Turning Point Scotland Abstinence Project

Turning Point Scotland Abstinence Project aims to support individuals looking to achieve and sustain recovery from using alcohol and/or drugs whilst living in ordinary community settings.

The service is committed to achieving abstinence in recovery and builds on the skills and experience of staff to deliver a unique abstinence based therapeutic community recovery service. We believe everyone is capable of recovery and we offer a range of support to empower individuals to achieve and maintain their recovery in the longer term.

The service delivers a group work programme for up to 6 months supporting an individual in their recovery journey and to achieve total abstinence from all substances and ORT based medications. The service works closely with each individual and other professionals (where relevant) to deliver their recovery plan.

b) Housing and homelessness

Support for Homeless Clients in Renfrewshire

In 2015, we assessed 843 applications and with few exceptions we carry out a support needs assessment using the Better Futures Matrix. Approximately half of our clients have an identified support need ranging from high level addictions and mental health to low level housing support needs (many will already be linked in with health and Social Work Services e.g. RDS or IAT). Once the housing options adviser has assessed someone's support needs they have various options to link our clients into support.

Supported Accommodation

The highest tariff of support we provide is through our commissioned supported accommodation units as follows:

- Loretto Care –who provide 13 bed spaces and up to 16 support hours per person per week.
- Loretto Care –who provide 9 self-contained flats and offer up to 13 support hours per person per week.
- BTHA – Young person project who provide 23 bed spaces and up to 14 support hours per person per week
- BTHA - who provide 19 bed spaces and up to 6 support hours per person per week.
-

Our supported accommodation services will provide low threshold housing support but also link clients into all relevant community based supports as they deal with our most complex cases. They are often linking in with mental health services and involved in safeguarding through the Adult Protection process.

Housing Support team

There are two dedicated housing support officers who receive our support referrals. They will then deliver or commission support for those individuals as appropriate. They normally commission support from Ramh, Turning Point, RCA and are looking to create working links with the Richmond Fellowship to provide a broad range of expertise.

Housing First

Housing first is delivered by Turning Point Scotland and targets our most complex clients, where they have previous homeless applications and been unable to maintain their tenancies. The key principles of this programme are to get a permanent tenancy straight away, provide assertive outreach, and to use peer support workers with lived experience. They will work with someone for up to two years in their permanent tenancies and will work with them no matter the circumstances. This project has been going for nearly two years is funded via the Big Lottery for another 4 years and so far they have worked with approximately 18 individuals and are targeted to work with and extra ten each year.

Mediation Service

We provide staff to deliver mediation which is primarily targeted at young people at risk of homelessness and typically run with 5 open cases at any one time.

Specialist Posts

We have two specialist posts within homelessness services dedicated to working with prisoners, our New Start Officer, who visits prisons, meets with prisoners who will return to the Renfrewshire area undertaking homeless application, and our Housing Addictions Liaison Officer, based within homeless services who is dedicated to working with those with addiction issues who present as homeless, ensuring appropriate and early assessments and referrals to relevant addiction services. Between them they will work with approximately 150 clients per year.

c) Employability

Invest in Renfrewshire

Invest in Renfrewshire is Renfrewshire Council's programme to boost the local economy and tackle unemployment. Launched in June 2012, we now have more than 900 local companies signed up to provide support and together we've helped to create more than 1000 new local jobs

What do Invest want to achieve?

- We want to create conditions in which local businesses can grow and attract investment
- We want to help local people find and keep work

How do Invest do that?

- By working with employers to create additional jobs.
- By ensuring that people are more aware of future job opportunities and better prepared for them.
- By supporting companies to grow and develop.
- By linking the right people to the right businesses and watching them flourish.

How does it work?

- Local companies and employers across Renfrewshire sign up to provide a range of local opportunities including employment, work placements and offering staff time.
- Renfrewshire Council will support local businesses to grow, develop and increase employment opportunities.
- Renfrewshire Council, together with a range of partner organizations, will link jobseekers to the right opportunities and the right employers.
- Additional support will be provided to ensure jobseekers are ready for the workplace.

Renfrewshire Council continues to make a sizeable financial commitment to invest in Renfrewshire. The support provides new and ongoing economic development, business support and youth employability initiatives to improve the prospects of local jobseekers.

Renfrewshire Employability Network

Community Justice Renfrewshire has engaged with the Renfrewshire employability network to establish a partnership with employability and health colleagues and Recruit with Conviction.

Recruit with Conviction is a not-for-profit company, established to fill the gap that exists for helping businesses to understand the issues and benefits from employing people with criminal records. Recruit with Conviction promotes safe, effective and sustainable employment for people with criminal records.

They aim to achieve this by;

- Working with employers to develop good practice in the recruitment of people with convictions
- Supporting employability organisations to implement the Apply With Conviction approach
- Influencing wider political and society changes which enhance the employability and sustainable employment of people with convictions, such as improvements to the Rehabilitation of People with convictions Act 1974, Ban the Box and Unlock Your Future,

The Renfrewshire Employability Network plan to hold a series of workshops and training events in 2017. These will be facilitated by Recruit with Conviction with the aim of raising awareness and educating staff and local businesses in order to promote employability of people with convictions.

Skills Development Scotland

Skills Development Scotland (SDS) is Scotland's skills body. SDS's aim is to deliver the best possible outcomes for people, businesses and the economy. In education SDS support pupils, parents and teachers with a range of career information advice and guidance services.

SDS also encourages employers to develop their workforce and young people to choose to work, learn and earn through apprenticeships.

SDS are committed to increasing Modern Apprenticeship starts nationally to 30,000 annually by 2020 while raising awareness of the range of work based learning on offer such as Foundation and Graduate Level Apprenticeships.

SDS want to ensure that people in Renfrewshire have the right skills and confidence to secure good work, progress in their careers and achieve their potential in today's competitive world of work.

SDS provides careers information, advice and guidance, development of career management skills, as well as SDS's Apprenticeship Family offer through Modern, Foundation and Graduate Level Apprenticeships.

SDS helps employers across Renfrewshire to grow and develop their business through investing and developing the workforce of the future. SDS employer support includes Employability Services, tailored skills advice and funding for workforce development, Flexible Training opportunities, redundancy assistance and Our Skills force.

- SDS Work Coaches within Renfrewshire engage with those young people most at risk of not progressing to a positive destination whilst they are still at school, and support them in the transition to post school opportunities in employment, education or training.
- SDS Work coaches work with the most vulnerable young people including those who have offended and help to develop their employability and career management skills.
- SDS support will be available for young men and women released from prison via local resources and the digital offer.
- SDS Work Coaches continue to support and mentor young people post school to further develop career management skills, and help to sustain their work / training placement or college place.
- SDS will work with appropriate targeted customers, including those who have offended, and help to develop their employability and career management skills. Skills Development Scotland will signpost to other organisations as required e.g. health, financial inclusion, housing, voluntary sector etc.
- SDS will describe and promote SDS service offers to partners and customers detailing how individuals can access SDS support/services.
- SDS will work with the business community to reduce perception and stigma associated with an offending history.
- Create linkages between Skills Development Scotland and the business community in relation to national training programmes and employer engagement services.
- Skills Development Scotland will provide an introduction and overview of SDS services to Community Justice statutory partners.

- SDS will encourage partner agency practitioners to engage in My World of Work sessions to build capacity.
- SDS will help others understand that community-based sentences mean individuals can continue to access SDS services.
- SDS will highlight to partners the relevant funding support for individuals (e.g. ILAs/Client Intervention Fund)
- SDS will market the positive impact Career Management Skills development can have on health and wellbeing.
- SDS will work to support the removal of barriers to employment by supporting efforts to work with the business community to reduce stigma.
- SDS will promote employment support services, information and funding sources to community justice partners, service and perspective service users.
- SDS will explain school offer and post-school offer, with emphasis on the targeted support and early intervention approach.
- Skills Development Scotland will listen to and take on board partner views regarding evolving SDS service offers as these are implemented.

d) Services for people with convictions include:

Low Moss Public Social Partnership

Low Moss Public Social Partnership set out to develop and test a new approach to improve through care support for short term prisoners. Uniquely the service works with individuals from their admission into prison through the transition of release and integration into the community.

The service provides help to address issues such as housing, welfare and benefits, family and relationships, substance use etc and to co-ordinate and support engagement with a network of community based services.

The staff team is based within the prison working on an outreach basis in local communities. The partnership brings together the statutory and voluntary sectors and is led by Turning Point Scotland.

Turnaround

Turnaround is a service provided to men and women in Renfrewshire who are currently undertaking a Community Payback Order. Workers are co-located with CJSW Services and draw on our ECHO programme to provide a range of interventions tailored to address the specific needs and issues of an individual as part of the 'other activity' element of their CPO.

Turnaround also has a Residential Unit which can accommodate up to 10 men for a period of 6 to 8 weeks providing an opportunity for them to find stability and begin to address some of the issues which contribute to their substance use and offending behaviour. Although located within Renfrewshire the residential unit also takes referrals from other local authorities across North Strathclyde Community Justice Authority (NSCJA) and South West Scotland Community Justice Authority (SWSCJA). Turnaround is currently funded by the Scottish Government and delivered by Turning Point Scotland.

Constructs: Positive Steps to Stop Offending (Custody and Community)

Constructs: Positive Steps to Stop Offending is a 26 week group work programme designed for males with convictions, aged 18+, who are at a medium or high risk of re-offending. It is not designed for those with a pattern of sexual or domestic violence offending. The programme tackles four main areas of need associated with offending; Problem Solving, Achieving Goals, Impulsivity and Concrete/Rigid Thinking. As such, the programme is split into four sections: Motivation and Change, Problem Solving, Skills Acquisition and Relapse Prevention.

Moving Forward making Changes (MFMC, a Sexual Offending Group work Programme) (Custody and Community)

This programme has been designed for the treatment of adult males convicted of a sexual offence, or an offence which is considered to contain a sexual element, and assessed as presenting a medium to high risk of re-offending. The programme is delivered on a rolling basis, which allows participants to access the programme more quickly and complete the modules that are relevant to their needs. The programme's overall aim is to work with men convicted of sexual offences to assist them to lead lives which do not involve harming others, reducing their risk of re-offending in the process.

The Self-Change Programme (SCP)(Custody)

This is a high intensity cognitive-behavioural intervention that aims to reduce violence in high-risk adult male offenders, whose repetitive use of violence is part of a general pattern of antisocial behaviour and criminality. There is an Engagement Phase, a Core Phase, a Transition Phase and a final Consolidation Phase. The Consolidation Phase is delivered at key points during the participants' progression through the custodial element of the sentence through to resettlement within the community, with the primary focus on reviewing and enhancing the participant's relapse prevention plan ('New Me' Life Plan).

The Short Term Intervention Programme(Custody)

The Short Term Intervention Programme is a voluntary programme developed at HMP Low Moss aimed at offenders serving less than 4 years. Offenders can self-refer to STIP or be referred by staff members involved in their case management. STIP is a module based programme; every individual completes the entry module and then a collaborative formulation identifies optional modules specific to the individuals treatment needs. STIP is constantly developing, with new modules regularly being added to address treatment needs being identified through formulation.

Controlling Anger and Regulating Emotions (CARE) (Custody)

Controlling Anger and Regulating Emotions (CARE) is a cognitive behavioural group work programme designed to target male offenders who are Medium to High Risk of reoffending, where their offending is characterised by aggression and/ or violence and can be directly linked to difficulties managing reactive anger. The C.A.R.E. programme aims to provide offenders with an increased awareness of emotions and the impact they can have on behaviour, the skills needed to manage anger and other emotions associated with the occurrence of aggression and antisocial behaviour, to reduce the intensity and frequency of emotional arousal linked to aggression and to increase the use of pro-social skills to resolve conflict.

The Pathways: Routes to Recovery and Desistance programme(Custody)

The Pathways: Routes to Recovery and Desistance programme (hereafter referred to as Pathways) has been carefully designed with a strong evidence base, to build group members' capacity to lead a more positive lifestyle, away from substance misuse and offending. The programme aims to build the individuals capacity for recovery and also seeks to identify and target participants' criminogenic needs. These are the factors that, if present, are directly related to an individual's risk of re-offending, e.g. poor stress management, anti-social attitudes, and pro-criminal peers. By specifically addressing these areas, Pathways aims to have an impact in relation to risk reduction.

The Female Offending Behaviour (FOB) Programme(Custody)

The Female Offending Behaviour (FOB) Programme is a rolling group work programme for females who have offended and are assessed as being medium to high risk of re-offending/harm. It is offence specific and therefore targets the participant's offending behaviour (i.e. offence focused rather than a single problem focus) which involves targeting a range of needs that are identified within the literature as being criminogenic for female offenders.

Women's Community Justice Service

Women's Community Justice Service: Following the recommendations from the Commission on Women with convictions published in April 2012, Renfrewshire established a Women's' Community Justice Service. This enabled the creation of a specific service for females with convictions, with access to criminal justice group and individual support, and on site addiction services.

The centre built upon the existing individual and group work services offered to women within Backsneddon Centre. Staff consists of a range of social work and 3rd sector staff. Women and Children First, who provide domestic abuse services are also linked.

Whilst the team supervise statutory orders, the aim was for greater focus on women subject to diversionary measures, support for bail and thus prevention of remand, as well as enabling additional focus on service provision to women released from short sentences. Co-ordinating a range of professionals ensured utilisation of the skills and experience of the range of staff, enabling allocation to the most appropriate individual within the service.

Up2U: Creating Healthy Relationships

Up2U is an innovative programme developed by Portsmouth City Council for people who use domestically abusive behaviours in their intimate partner relationships. The programme is evidence based and has been developed with the support of a Quality Assurance Group consisting of representatives from Victim Support Services, Mental Health, Children's Services, Substance Services and Health.

Up2U recognises that people use domestic abuse for different underlying reasons ranging from childhood trauma and emotional deregulation, learned behaviour, attitudes that support gender differentials, poor conflict resolution to the use of power and control resulting in different typologies of domestic abusers. Therefore Up2U is an assessment led intervention programme responding to individual need, risk and responsibility by offering tailored packages to suit the needs of the individual. When someone is accepted onto Up2U support is offered to their partner/ex-partner to ensure ongoing safety and risk management, this support is provided from a range of Council and third sector services, and will be part of the role of the Social Workers within the Women's Service.

Unpaid Work

In 2015/16, just less than 50,000 hours of unpaid work were undertaken for the community in Renfrewshire, allowing people with convictions to make reparation to their community. Hours imposed by the court have increased by 93% since CPOs were introduced. Work includes services to individuals, organisations such as charities, churches, educational establishments, care establishments and support to housing services.

The Women's' Unpaid work squad commenced in 2014 to address the complex needs of some women who were having difficulty undertaking unpaid work due to previous experiences, mental health issues etc. The squad is staffed by women and service users undertake crafts including bag painting, card and jewellery making, which they then sell at the unpaid work sale. Any funds raised at sales are used as available resource should someone seeking assistance from unpaid work i.e. house decorations etc not have funds to resource the materials, thus assisting the community.

Electronic monitoring

Electronic monitoring is not a disposal that is used often in Renfrewshire. Going forward we would wish to explore if this disposal could assist us in reducing short sentences.

Criminal Justice Social Work

Criminal Justice Social Work has been working closely with Scottish Government and partners in the Penal Policy Improvement Programme focusing on bail supervision for women. Early indications that this approach has been successful in diverting women from remand. This is significant as the vast majority of women who are placed on remand never go on to serve a custodial sentence. Sustainability of this approach requires consideration.

e) Youth Justice

Early and Effective Intervention (EEI)

Services to Renfrewshire young people aged under 18 who are involved in offending behaviour are delivered under the Whole System Approach framework. This approach emphasises the importance of where possible diverting young people away from formal criminal justice processes. It recognises the developmental needs of young people, and is informed by an awareness of the childhood trauma that many of these young people have experienced. Youth justice in Renfrewshire is not a discreet service; rather it is delivered as part of a holistic approach to young people who are involved in a range of risk taking behaviours. The emphasis is on early and proportionate intervention, but with the capacity to provide very intensive levels of support to the critical few.

Renfrewshire has been operating an EEI system since 2009. EEI is a national approach that aims to respond to offending by young people in a timely and proportionate manner. It has significantly reduced the number of unnecessary referrals to SCRA for low level offences that do not require a more formal response. It has enabled a range of services to provide a swift response to concerns thus reducing the likelihood of escalating behaviour. It has also increased the capacity of universal services such as Education to respond to low level offending behaviour, thus reducing potential effects of stigmatisation.

Police Scotland submits a Concern Form to Social Work every time a child under the age of 18 is charged with an offence. The EEI Coordinator will then decide whether to take that young person to the multi-agency screening group (Education, Employment services, Community Safety, Addiction Services, Police, and Children's Services) where relevant information is shared. If an appropriate service is identified to provide additional support to the young person and their family then this will be how the case is disposed of, and no further formal action will be taken.

Diversion from Prosecution

The Additional Family Youth Support Service (AFYSS) team delivers the Under 18 Diversion from Prosecution Service. This enables young people to benefit from a short period of structured intervention as an alternative to more formal measures such as a Fiscal Work Order or even prosecution in the court. The service is geared specifically towards the needs of young people. Where possible the programme is delivered in a group work format as this generally aids engagement and learning.

As part of the Court Support service the AFYSS team will routinely request that Diversion be considered for young people who are appearing from custody. However, most referrals are initiated by the PF based on their own criteria. Issues persist in terms of maintaining a steady flow of appropriate referrals, as will be seen from the stats below. Due to significant reorganisation it has been challenging to maintain strong working links with the relevant Fiscal marking teams, which is absolutely key to developing the credibility of the service and ensuring that young people are routinely considered for this disposal.

Court Support

The AFYSS team provide a Court Support Service to under 18 Renfrewshire young people. There is a daily rota to provide support to any young person appearing in the Custody Court. Where required, a Bail Information Report will be submitted, with a clear plan of support in cases where bail may be opposed. In addition, young people known to the service who are making scheduled appearances at Court will also be offered support. AFYSS Social Workers provide this support to cases already allocated to them, and this will include the submission of Criminal Justice Social Work Reports when the young person is sentenced. One of the priorities of the AFYSS service is to maximise the use of remittal to the Children's Hearing by the Sheriff Court.

Intensive Support

The AFYSS Team has case management responsibility for the highest risk young people from across the authority. Using a multi-agency approach it can provide very intensive levels of support (up to 7 days per week) to the critical few young people who present a significant risk to themselves or to others. This service is available to young people whether they are under the Children's

Hearing or in the adult court system. This support minimises the need for the use of secure care or prison, thus supporting young people to remain in their own communities and improve their longer term outcomes

Re-integration

Any young person who is remanded or sentenced to custody will receive ongoing support based on the best practice guidelines issued by the Scottish Government and CYCJ. This includes Initial Custody Review meetings and pre-release planning meetings in the YOI, ensuring that the key agencies and family members are part of the planning process. The AFYSS service also maintains contact with the young person throughout their period in custody according to their individual level of need. They will where necessary meet the young person at the gate on the day of their release, and provide intensive support to enable them to reintegrate successfully.

Community Justice Renfrewshire Local Outcomes Improvement Plan 2017 to 2018

Appendix C - Glossary

Rehabilitation - assistance given to persons with convictions for underlying issues which contribute to their offending behaviour.

Reintegration - the action or process of integrating someone back into society from custody.

Statutory agencies – agencies with a legislative requirement.

Underlying causes – factors which may impact on why a person offends.

Preventative activities – activities which help to stop people committing offences.

Reparation – paying back to the community.

Whole System Approach – A proactive approach to diverting and supporting young people in contact with the Criminal Justice system.

Children's Hearing system - is Scotland's unique care and justice system for children and young people. It aims to ensure the safety and wellbeing of vulnerable children and young people through a decision making lay tribunal called the Children's Panel.

Population density - population density is the number of people per unit of area, usually quoted per square kilometre or square mile.

Life expectancy - is a statistical measure of the average time a person is expected to live, based on the year of their birth, their current age and other demographic factors including sex.

People with convictions – persons who have been convicted in a court of law of one or more offence.

Community sentences – an alternative to deal with individuals whose offending does not warrant a prison sentence.

Community Payback Order - is an alternative to custody designed to ensure that people with convictions payback to society, and to particular communities. Often a person with convictions will have to carry out unpaid work.

Universal services - services available to all.

Electronic monitoring - a form of surveillance which uses an electronic device (a tag) fitted to the person. It is commonly used as a form of electronically monitored punishment for people who have been sentenced to electronic monitoring by a court, or required to wear a tag upon release from prison.



To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Children's Services

Heading: Education (Scotland) Act 2016 Commencement of Gaelic Provisions

1. Summary

- 1.1. The Scottish Government recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. A number of legislative provisions have been put in place in order to ensure that Gaelic has a sustainable future in Scotland.
- 1.2. The Education (Scotland) Act 2016 contains several provisions in relation to Gaelic medium education. These include placing a duty on education authorities to promote and support Gaelic medium education (GME) and Gaelic learner education (GLE) in their area and the establishment of a process by which parents can request GME from their education authority.
- 1.3. Gaelic medium education is a form of immersive education. With this form of education, Gaelic is the sole language of learning, teaching and assessment in the first 3 years of primary school. From primary 4-7, immersive education will continue, but at this stage English will be introduced. From primary 4 onwards, following the introduction of English, Gaelic should remain the predominant language of the classroom.
- 1.4. Gaelic learner education (GLE) is distinct from GME in that it is delivered to those who are in English medium education as an additional language. There has been encouraging growth in recent years in GLE, particularly at primary school level where it provides young people with an introduction to Gaelic language and culture.
- 1.5. These provisions commenced on 1 February 2017. In response to this, Renfrewshire Council has developed an action plan in order to ensure these requirements are addressed appropriately.

2. Recommendations

- 2.1. The education and children policy board is asked to note changes to the legislation and approve the attached local authority action plan.

3. Background

- 3.1. The Scottish Government remains committed to supporting all our indigenous languages, including Gaelic. The Scottish Government's **Programme for Government (November 2014)** stated that they would introduce an Education Bill which would promote children's and parental rights, including in relation to Gaelic Education. The Education Bill would further progress the Scottish Government's support for Gaelic Education and its commitment to recognising, respecting and promoting children's and parental rights. Specifically, the Bill would make provision on entitlement to, and promotion of, Gaelic Medium Education in schools.
- 3.2. The report, ***Language Learning in Scotland: A 1+2 Approach*** sets an ambitious framework for the future delivery of language learning in Scotland's schools. It describes a framework for learning based on the mother tongue and two additional languages in the broad general education leading to awards and qualifications in the senior phase. Both Gaelic Learner and Medium Education are central to this framework.
- 3.3. **The Education (Scotland) Act 2016** contains several provisions in relation to Gaelic education. These include placing a duty on education authorities to promote and support Gaelic medium education (GME) and Gaelic learner education (GLE) in their area and the establishment of a process by which parents can request GME from their education authority.
- 3.4. Gaelic Medium Primary Education (GMPE) is currently available in a number of education authority areas across Scotland. In some instances, children from adjacent education authorities have access to GMPE as a result of agreements between the education authorities. Renfrewshire Council currently accesses GMPE in both Glasgow and Inverclyde Councils.
- 3.5. The key legislative duties placed on education authorities by the 2016 Act will present a number of challenges, with recruitment of appropriately trained primary staff being the biggest challenge. Currently in our schools we have one class teacher interested in pursuing the special teaching qualification with Strathclyde University (Gaelic Immersion for Teachers – GIFT) and this is for secondary Art & Design.
- 3.6. Bòrd na Gàidhlig has published Statutory Guidance on Gaelic Education. The Guidance offers clarification to the Gaelic provisions in the Education (Scotland) Act 2016 and sets out clearly what parents can expect for their children in Gaelic education. We have utilised this guidance in preparing our attached action plan.

Implications of this report

- 1. Financial Implications**
None.
- 2. HR and Organisational Development Implications**
Advertising and recruiting appropriately trained staff to meet parental aspiration.
- 3. Community Plan/Council Plan Implications**
None
- 4. Legal Implications**
The Education Act 2016 places a duty on education authorities and other relevant public authorities to have regard to Bòrd na Gàidhlig's Statutory Guidance in carrying out any of their functions that relate to Gaelic education or the provision of Gaelic education.
- 5. Property/Assets Implications**
None.
- 6. Information Technology Implications**
None.
- 7. Equality and Human Rights Implications**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
- 8. Health and Safety Implications**
None.
- 9. Procurement Implications**
None.
- 10. Risk Implications**
None.
- 11. Privacy Impact**
None.

List of Background Papers

- (1) Bòrd na Gàidhlig's Statutory Guidance on Gaelic Education
- (2) Education Scotland Act 2016 Section 2

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Julie Colquhoun, Education Officer, 0141 618 6009 julie.colquhoun@renfrewshire.gcsx.gov.uk

Children's Services
JC/GMcK/LG
8 February 2017

Author: Julie Colquhoun, Education Officer, 0141 618 6009
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Renfrewshire Council Gaelic Education Action Plan

Appendix 1

Education (Scotland) Act 2016 Section	Priorities and related actions	Timescale	Lead responsibility	Expected Impact
Assessment Requests (Section 7 of the 2016 Act) Parents of children under school age, and who have not yet started to attend a primary school, have a right to request an assessment of the need for GMPE from the education authority in whose area their child lives.	<ul style="list-style-type: none"> Update information on Gaelic page of Council website Produce parent information leaflet 	<p>Feb 2017</p> <p>Feb 2017</p>	<p>Julie Colquhoun Education Officer</p> <p>As above</p>	<p>Parents will be informed of their right</p>
GMPE Assessment Areas (Section 8 of the 2016 Act) Education authorities must designate an area as a GMPE assessment area. This is the area in relation to which the parental request will be assessed.	<ul style="list-style-type: none"> Requests for the above will be designated 'GMPE Assessment Area' 	As required	Gordon McKinlay Head of Schools	Parental requests will be consistently and fairly assessed
Initial Assessments and Duties of Education Authorities (Sections 9 & 10 of the 2016 Act) When an education authority receives a parental request for GMPE, the education authority must assess the need for GMPE. Following an initial assessment, the education authority must decide whether there is a potential need for GMPE in the GMPE assessment area or not. This is defined as	<ul style="list-style-type: none"> Maintain records of demand for GMPE from parents of children under school age Initial assessment carried out taking account of the 'GMPE Assessment Area' and the year group of the child specified in the request – potential need/no potential need 	As required	<p>Julie Colquhoun Education Officer</p> <p>Gordon McKinlay Head of Schools</p>	<p>The Council will have up to date records of demand for GMPE</p> <p>Parental requests will be consistently and fairly assessed</p>

**Renfrewshire Council
Gaelic Education
Action Plan**

Education (Scotland) Act 2016 Section	Priorities and related actions	Timescale	Lead responsibility	Expected Impact
demand for GMPE in relation to five or more children in the same pre-school year group.				
Requests That Need Not be Considered (Section 11 of the 2016 Act) An education authority does not need to carry out an initial assessment of a parental request if an earlier request was made within the preceding two years in relation to the same GMPE assessment area.	<ul style="list-style-type: none"> Appropriate letter to parent 	As required	Julie Colquhoun Education Officer	Parental requests will be consistently and fairly dealt with
Full Assessments (Sections 12 & 13 of the 2016 Act) When carrying out a full assessment, an education authority must have regard to a list of mandatory matters, and must decide to secure the provision of GMPE in the GMPE assessment area unless it would be unreasonable to do so.	<ul style="list-style-type: none"> When necessary, carry out full assessment and notify Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and the National Parent Forum of Scotland of its determination about whether or not there is a potential need for GMPE in the GMPE assessment area Take account of mandatory factors when undertaking a full assessment * see below 	As required	Gordon McKinlay Head of Schools	Potential need for GMPE is determined All parties are informed of the potential need or not for GMPE

Renfrewshire Council Gaelic Education Action Plan

Education (Scotland) Act 2016 Section	Priorities and related actions	Timescale	Lead responsibility	Expected Impact
Duty to Promote and Support Gaelic Medium Education and Learning (<i>Section 15 of the 2016 Act</i>) An education authority must promote the potential provision of GME and GLE and provide support for pupils and teachers in these types of Gaelic education.	<ul style="list-style-type: none"> Promote potential provision of GME, the right to make a request for GMPE and the potential provision of GLE via the Council website Add the above information to Appendix 12 of the Admissions Policy Development of L3 guidance and training for primary & secondary sectors in line with current L3 guidance for French/Spanish/German & Italian 	<p>Feb 2017</p> <p>May 2016</p> <p>May 17 – June 18</p>	<p>Julie Colquhoun Education Officer</p> <p>As above</p> <p>As above and Louise Dunn Modern Languages Co-ordinator</p>	

**Renfrewshire Council
Gaelic Education
Action Plan**

Factors which must be considered are:

- **Views provided by statutory consultees:** The education authority must have regard to any views provided within four weeks of being sought by Education Scotland, Bòrd na Gàidhlig, Comann nam Pàrant and the National Parent Forum of Scotland on the education authority's decision that there is a potential need for GMPE and on the information provided to these consultees.
- **Guidance on Gaelic Education:** The education authority must have regard to this Guidance, and any future iteration thereof.
- **Initial assessment information:** The education authority must have regard to the information which was available to it at the time of the initial assessment of the parental request, including the precise residence of the children in the GMPE assessment area in relation to whom demand was apparent during the initial assessment.
- **Demand throughout the education authority area:** The education authority must have regard to any information at all that it has, whether considered as part of the initial assessment or not, about the demand for GMPE throughout the entire education authority area from parents of children who are under school age and who have not yet started to attend a primary school.
- **Existing GMPE provision:** The education authority must have regard to any existing GMPE provision, either within its own boundary, or in the area of an adjacent education authority.
- **Access to GMPE from other education authorities:** The education authority must have regard to the extent to which children resident in an adjacent education authority could access GMPE in the GMPE assessment area.
- **Access to GMPE in an adjacent education authority area:** The education authority must have regard to the extent to which children resident in the GMPE assessment area could access GMPE in the area of an adjacent education authority.
- **Accommodation:** The education authority must have regard to the availability and suitability of any premises in the education authority's area in which GMPE is being or could reasonably be provided.
- **Costs:** The education authority must have regard to the estimated costs of providing GMPE in the GMPE assessment area. Funding may be available through the Gaelic Specific Grant or the Gaelic Schools Capital fund towards these costs. (See paragraphs 2.67-70)
- **Teachers:** The education authority must have regard to the potential to assign or recruit a teacher to teach GMPE in the GMPE assessment area. (See paragraphs 2.56-66)

Renfrewshire Council
Gaelic Education
Action Plan

- **Gaelic Language Plan:** The education authority must have regard to any Gaelic Language Plan it has published which is in force at the time of making a decision on whether to secure the provision of GMPE following the full assessment.
- **Gaelic in the area:** The education authority must have regard to the potential to develop or increase the use of the Gaelic language and activities relating to the Gaelic language in the education authority's area.



To: **Education and Children Policy Board**

On: **9 March 2017**

Report by: **Director of Children's Services**

Heading: **Consultation on Draft Head Teacher and Training Standards (Scotland) Regulations**

1. Summary

- 1.1. The Scottish Government has committed to making it mandatory that all new head teachers must hold the standard for headship by August 2019.
 - 1.2. Draft regulations have now been published and a consultation exercise launched to seek views on these requirements. Consultation responses have to be submitted to the Scottish Government by 20 March 2017.
 - 1.3. Following consultation with head teachers, the attached responses has been drafted for consideration by elected members (Appendix 1).
-

2. Recommendations

- 2.1. The education and children policy board is asked to approve the submission of Renfrewshire Council's response to the consultation on the draft head teachers education and training standards (Scotland) regulations as attached at Appendix 1.
-

3. Background

- 3.1. The Scottish Government has committed to making it mandatory that all new head teachers must hold the standard for headship by August 2019.
- 3.2. Draft regulations have now been published and a consultation exercise launched to seek views on the requirements. Consultation responses have to be submitted to the Scottish Government by 20 March 2017.
- 3.3. Following consultation with head teachers, the attached response has been drafted for consideration by elected members (Appendix 1).

- 3.4. The regulations have been put in place by the Scottish Government in order to support the strengthening of high quality leadership in schools.
 - 3.5. Renfrewshire's approach to leadership development seeks to ensure employees wishing to be considered for senior leadership positions have received appropriate, high quality professional learning. This includes our highly evaluated senior leaders programme as well as our current "Step Back" programme with Drummond International focusing on leadership capacity in a complex environment.
 - 3.6. Concern about recruitment and retention has been highlighted both locally and nationally for a number of years. A significant number of head teacher posts have to be advertised on more than one occasion. This can leave schools and communities in an uncertain position for lengthy periods of time.
 - 3.7. Standard Circular 16 provides the agreed framework for the appointment of posts in Renfrewshire. Once the agreed positions have been ratified by the Scottish Government our Standard Circular will have to be updated.
-

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
None.
3. **Community Plan/Council Plan Implications**
None.
4. **Legal Implications**
None.
5. **Property/Assets Implications**
None.
6. **Information Technology Implications**
None.
7. **Equality and Human Rights Implications**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety Implications**
None.
9. **Procurement Implications**
None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

None.

Children's Services

GMcK/LG/SQ

14 February 2017

Author: Gordon McKinlay, Head of Schools, 0141 618 7194
gordon.mckinlay@renfrewshire.gcsx.gov.uk

**Annex B****RESPONDENT INFORMATION FORM**

Please Note this form **must** be completed and returned with your response.

Are you responding as an individual or an organisation?

☐ Individual

X Organisation

Full name or organisation's name

Renfrewshire Council

Phone number

0141 618 7194

Address

Renfrewshire House, Cotton Street, Paisley

Postcode

PA1 1TZ

Email

gordon.mckinlay@renfrewshire.gcsx.gov.uk

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

- ☒ Publish response with name
- ☐ Publish response only (anonymous) – Individuals only
- ☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

☒ Yes

☐ No

Consultation Questions

There is no obligation to respond to all questions and you are free to submit further comments as you wish. The questions are to help guide respondents.

Question 1

Do you agree with the scope and exemptions of the Regulations?

Renfrewshire Council agrees that high quality leadership at all levels within education is vital if we are to see ongoing sustained improvement of outcomes for our children and young people. Expectations on schools to deliver improvements in both equity and excellence are welcomed. The role of the head teacher in ensuring such improvement is key to success in this area.

The standard for headship as defined by the GTCS is the recognised and accepted level of leadership competence expected of all head teachers. Compliance with these standards is the responsibility of the employers. As a local education authority, we take our responsibility to prepare and promote our senior leaders seriously. This is done through recognised and agreed approaches to professional review and development along with professional update. Appropriate Masters level learning is in place within local authorities to ensure prospective head teachers are equipped to take on the role. In addition, opportunities for acting posts provide valuable learning in-situ. This can take many forms and last for variable amounts of time depending on local circumstances.

Professional learning is clearly key to ensuring prospective head teachers are equipped to take on the demanding role of the post. It is unclear, however, how a link is made which requires a professional qualification to be achieved as demonstrable evidence of achieving this standard for headship.

Question 2

Do the exemptions allow for appropriate flexibility in relation to the staffing of schools?

One of the challenges facing applicants for head teacher posts is the volume of work required to complete the Into Headship qualification. These individuals typically hold very demanding DHT posts which do not provide scope for release to complete the qualification. It is important that any insistence on completion of the qualification takes account of the implications of workload on these individuals.

For example, flexibility in the recruitment of a new head teacher could be delayed in order to provide an individual candidate enough time to complete the qualification and thus be eligible to apply for the post. Unintended consequences such as this could lead to greater uncertainty for school communities rather than providing assurance of the best candidate being selected. The exemptions, as outlined, do not take account of issues such as this.

Question 3

Is the 24 month maximum limit for the duration of temporary appointments to the role of Head Teacher (where a person does not have the Standard for Headship) an appropriate limit and does it allow education authorities and grant aided schools sufficient flexibility?

There are many reasons why temporary appointments are made. These range from secondments to succession planning. Whilst 24 months allows most normal circumstances to be resolved in a satisfactory manner, there are other more particular issues which cannot always be resolved within any fixed period of time.

Any restrictions placed on employers and school communities in relation to recruitment of temporary posts is unhelpful. For example, there are circumstances where it is not possible to recruit a head teacher despite numerous attempts to advertise and appoint. This limit could increase uncertainty for school communities and leave the employer open to unnecessary criticism.

Question 4

Is the coming into force date of 1 August 2019 reasonable both for employers and aspirant Head Teachers?

At present, the number of senior staff undertaking the Into Headship qualification will not yield nearly enough numbers of eligible candidates for head teacher posts by 2019.

At a time where recruitment and retention of head teachers is extremely challenging, the imposition of an arbitrary deadline will only result in increasing numbers of head teacher posts remaining unfilled. There is a significant concern for employers and school communities alike.

Question 5

Are there any other comments you would like to add regarding this consultation?

It is unclear how this requirement will improve educational outcomes for children and young people. Whilst supporting the principle of ensuring prospective new head teachers are prepared for the role, it is unclear how these regulations will help to support this aspiration. Indeed, as highlighted above, the unintended consequences of implementation could exacerbate an already challenging climate where the recruitment and retention of high quality head teachers can prove to be problematic.



To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Children's Services

Heading: Early Learning and Childcare to Primary Transfer of Information

1. Summary

- 1.1. Ensuring that children have the best start in primary school is one of the priorities for children's services. To help children make a successful transition from early learning and childcare services to primary school there is a need for information on the child to be shared. Renfrewshire Children's Services has in place a formal process to support the sharing of information.
 - 1.2. The early learning and childcare to primary transfer of information guidelines, content and format have been updated by a working group (representing partners, pre 5 centres, our nursery classes and schools), to reflect information contained within the Child's Plan and Care Plan, reporting arrangements for the National Improvement Framework, the national Tackling Bureaucracy agenda and reviewed reporting guidance provided to primary school staff. The new guidelines developed by the working group are attached at Appendix 1.
 - 1.3. The revised guidelines and format provide a consistent format which will be used by all early learning and childcare establishments, including partnership nurseries. The new format continues to include contributions from the child and the parent/carer.
-

2. Recommendations

- 2.1. The education and children policy board is asked to approve the revised early learning and childcare to primary transfer of information guidelines which are attached at Appendix 1.

3. Background

- 3.1. The transfer of information guidelines for early learning and childcare settings to primary school were last revised in 2013. These guidelines have now been updated to provide greater depth of detail on a child's progress in Literacy, Numeracy and Health and Wellbeing in order to help inform primary staff when planning a child's next steps in learning. The Guidance also provides establishments with advice on good transition practice.
- 3.2. A working group comprising promoted staff members from pre 5 centres, primary schools with nursery classes, the Early Years Teaching Team and partner nurseries was established in December 2016. This group has now reported and made recommendations about the format and content of the transfer of information report and guidance on transition required by establishments. Due to timescales, the revised documentation and guidance was circulated to a small group within the sector for comment in order that any changes could be made.
- 3.3. Most children will progress through the experiences and outcomes from the early level of CfE during their pre-school years and into primary 1. It is therefore important that the information that is transferred for each child, from early learning and childcare settings to primary school is current and relevant, of a high quality and helps staff to plan future learning to ensure greater consistency in a child's progress.
- 3.4. The revised transfer of information guidelines provide a consistent format which will be used by all early learning and childcare establishments, including partnership nurseries. While this will provide the minimum information required, it is also expected that there will be ongoing dialogue/meetings between establishments - professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process.
- 3.5. The contribution of the child and the parent / carer is important and must be included in the information which is transferred to primary school. There are sections within the transfer of information document in which the 'voice of the child' and the 'voice of the parent / carer' should be recorded.
- 3.6. The early learning and childcare to primary transfer of information will be available to staff in either electronic or paper format.
- 3.7. If approved, the transfer of information guidelines and transition guidance will be disseminated to all early learning and childcare establishments and will remain in draft form for one year in order to take feedback and make further improvements for next session (2017/18).

Implications of this report

1. **Financial Implications**
None
2. **HR and Organisational Development Implications**
None
3. **Community Plan/Council Plan Implications**

None

4. Legal Implications

None

5. Property/Assets Implications

None

6. Information Technology Implications

None

7. Equality and Human Rights Implications

Consistent, relevant information will be passed from pre-school to primary establishments.

8. Health and Safety Implications

None

9. Procurement Implications

None

10. Risk Implications

None

11. Privacy Impact

Personal information held will be done so in accordance with all data protection legislation.

*Children's Services
JC/JT/LG
17 February 2017*

Author: Julie Colquhoun, Education Officer, 0141 618 6009
julie.colquhoun@renfrewshire.gcsx.gov.uk



**Renfrewshire Council
Children's Services**

**Transfer of Information Guidelines
Early Learning and Childcare to Primary**

2017

Guidance for completion of the transfer of information document

1. Purpose

- 1.1 In order to provide consistent information to all establishments on learners transferring from early learning and childcare to primary, all establishments in Renfrewshire will use the standard pro-forma attached for the communication of that information. The information contained within this pro-forma is considered to be **the minimum requirement** in terms of transferring information between establishments.
- 1.2 The form will be completed by all establishments to provide a holistic overview for each individual child.
- 1.3 The completed pro forma should be forwarded to the receiving establishment **no later** than the first week in June of each year.

2. Information

- 2.1 Establishments should transfer the most recent child's plan for every child (updated within the previous 3 months) along with any confidential information in relation to additional support needs and child protection. These documents should be available to the receiving establishment by the start of the new term each year (August). Other information held by the early learning and childcare establishment may be transferred between establishments e.g. child's profile, learning journey etc.
- 2.2 Personal dialogue between establishments is as important as any written material contained in the transfer of information document. **The value of these additional meetings cannot be underestimated, however, it is crucial that there is a clear audit trail of all such verbal disclosures - all meetings should be properly minuted to clearly show what information has been shared and why.**

3. Completion

- 3.1 This document focuses on the three core areas of Health and Well-being, Numeracy and Literacy.
Staff should comment on each child as an individual and use the helpful bullet points and sample comments to support them with this. Almost all children in early learning establishments are working within the early level of curriculum for excellence which spans pre-school and Primary 1.
- 3.2 For children who attend more than one establishment, it would be considered good practice for staff from each establishment to get together to discuss the completion of the transfer of information document. However, it is the responsibility of the child's **most frequently attended** early learning establishment to complete and forward the document to the receiving school

4. Section 1 Personal details – to be completed by the early learning establishment

- 4.1 Staff should record if a child attends nursery regularly by recording yes or no.
- 4.2 **Personal Health & Wellbeing** – indicate here to show there is important information contained within the Child's Plan
- 4.3 **Additional Support Needs** – indicate here to show there is important information contained within the Child's Plan

5. Section 2 Curriculum for Excellence Early Level

- 5.1 This section should be completed by the keyworker-specific guidance is included which gives assistance with the completion of this section. When completing this section – staff should comment on the child's personal qualities through Health and Well-being, Numeracy and Literacy.

6. Section 3 The voice of the child

- 6.1 This section should be completed by the key worker in discussion with the child. It should inform receiving staff to help them plan appropriate activities for the child's arrival in school.

7. Section 4 The voice of the parent/carers

- 7.1 During discussion, key workers should record any information that the parent wishes to share with the receiving school.

Renfrewshire Council **Transition to School Good Practice Guidelines**

- Before planning the transition to school, consult with all stakeholders* to ensure they have a voice in the transition programme** – **(this should look different every year to cater to the needs of the children and families making the transition).**
- In order to evaluate your transition practice, reference should be made to 'How Good Is Our Early Learning and Childcare' Quality Indicator 2.6 Transitions.
- Procedures are in place to ensure all relevant information about the wellbeing of children and their families are transferred to the school. This transfer should take place in the term before the child is due to start to allow the school to cater to the individual needs of the child.
- Highlight children who may require an enhanced transition as early as possible after enrolment to school. Discuss with all stakeholders what this should look like for those individual children.
- Visiting children in their current nursery environment(s) allows future P1 teachers to build positive relationships in an environment familiar to the child. This will also allow the teacher time for professional dialogue with early years practitioners (e.g. specific friendships, strategies used, behaviour, particular likes/dislikes, family background etc). Early Years teachers can support this by allowing P1 teachers the time to make these visits.
- Practice within the P1 classroom should recognise children as competent, capable and creative individuals who have already learned a great deal before they enter school.

* Stakeholders may include children, families, early years practitioners, teachers, school staff, outside agencies/relevant professionals.

**Transition Programme may include shared learning visits, playground visits, lunch visits etc

Child's Photograph
(This **must** be recent)

Own
Logo

Name of
Establishment

Transfer of Information Early Learning and Childcare to Primary 2017

Child's name: _____ Known as: _____

Expected Date of Delivery: _____ Actual Date of birth: _____

Parent's/Carer's Name: _____

Siblings :	D.O.B.	Educational Establishment (if relevant)

Attendance:

Regular (Yes/No)	
------------------	--

Section 1

Personal Health and Wellbeing	Information contained within Child's Plan?
Health Issues	Yes/No
Confidential information held	Yes/No

Additional Support Needs	Information contained within Child's Plan?
English as an Additional Language	Yes/No
Coordinated Support Plan	Yes/No
IEP/Stepped Intervention	Yes/No/previous
Integrated Assessment Framework	Yes/No/previous
LAC / LAAC	Yes/No/previous

Other Additional Support Information	Information contained within Child's Plan?

Literacy and English

Key workers should complete this section with a **holistic view** of the child as an **individual**, taking in to consideration their **personal qualities**. Please note **only significant progress** made.

Below are some points which **may** be considered when completing this section and a comment example:

How does the child respond to:

- listening and attention skills
- listening and following simple/more complex instructions
- using language to communicate in a variety of situations
- initiating interaction with adult/peers, holding a conversation and taking turns appropriately
- phonological awareness skills (e.g. rhyme, syllable structure, initial word sounds)
- showing an interest in stories/books
- experimenting with mark making

Comment example:

Child X has made steady progress in literacy during his time in nursery. He follows simple instructions well and is beginning to follow more complex instructions. Child X has a rich vocabulary which is particularly apparent when engaging in conversations about his favourite topic - dinosaurs.

Child X enjoys learning about the new author of the month and takes a keen interest in engaging in new stories. He is interested in non-fiction books and can often be observed sharing this interest with his peers. He can identify rhyme and is beginning to generate his own rhyming words.

Child X needs encouragement to engage in mark making experiences. Recently he has worked with his key worker to create a non-fiction book about dinosaurs for use in the nursery. Child X's interest in dinosaurs has been a valuable tool in engaging him in new experiences.

Numeracy and Mathematics

Key workers should complete this section with a **holistic view** of the child as an **individual**, taking in to consideration their **personal qualities**. Please note **only significant progress** made.

Below are some points which **may** be considered when completing this section and a comment example:

How does the child respond to:

- showing an awareness and recognition of numbers/numerals
- forwards and backwards number word sequences from/to zero (e.g. rote counting forwards & backwards)
- understanding that numbers represent quantities (e.g. 1:1 correspondence)
- ability to apply numerical knowledge in a variety of play situations
- understanding and using a range of mathematical and positional language through play
- showing an awareness and recognition of shape and pattern

Comment example:

Child X shows particular strengths in Numeracy and Mathematics. She is extremely confident with the number system and enjoys working with numbers to 100. She is able to explain her thinking during mathematical problems and enjoys sharing different strategies with her peers. Child X particularly enjoys applying her numerical and mathematical skills through construction for example comparing the sizes of towers, discussing their properties in relation to height and weight.

Child X would benefit from being challenged to ensure her numeracy skills are continuously built upon.

Health and Wellbeing

Key workers should complete this section with a **holistic view** of the child as an **individual**, taking into consideration their **personal qualities**. Please note **only significant progress** made.

Below are some points which **may** be considered when completing this section and a comment example:

How does the child respond to:

- forming positive relationships with others
- understanding that their actions can impact on others
- taking turns and playing co-operatively
- expressing their feelings/emotions appropriately
- coping with/adapting to change
- persevering in tasks self-chosen/adult led experiences
- independently making choices through play
- following simple routines and instructions
- demonstrating an understanding of safety and potential risks
- dressing/undressing, toileting and following personal hygiene routines independently

Comment example:

Child X now feels comfortable and safe in the nursery environment and will separate from parents with ease. He has a positive relationship with his key worker but finds it challenging to work with unfamiliar adults. Child X participates well in small group situations but finds larger groups overwhelming. He benefits from working alongside supportive friends. He engages well in self chosen experiences however, he finds it difficult to persevere in adult led experiences. His level of engagement can often depend on his interest, attention or level of understanding. Child X requires simple, individualised instructions and before he can follow these, eye contact should be made to ensure you have his full attention. At times, Child X requires assistance to follow toilet routines.

Other information

Key workers can add any other relevant information to help support transition to school such as strategies used to help the child learn/specific interests/personal qualities etc.

When completing it might be helpful to consider:

Does the child show specific interests in any other curricular area/area within the nursery/out with nursery?

Does the child have any preferred friends/Do they find making friends easy?

Have there been/is there likely to be any significant events in the child's life? If so how did/will they cope with this/strategies used to support them.

What engages the child most in play?

Section 3
The Voice of the Child



What I want my teacher to know about me



What I want to learn about in school

Section 4
The Voice of the Parent/Carer

I would like my child's school to know:

Report completed by: _____

Date: _____

Head of establishment: _____

Date: _____

I understand this information will be shared with the receiving primary school (it is necessary to share this information to ensure the effective progressive provision of education for your child).

Parent/Carer_____

Date:_____

Where there is a legal requirement to do so, information may, in any event, be passed on to the receiving primary school in accordance with the relevant statutory provision.



To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Children's Services

Heading: Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2017/18

1. Summary

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early year's provision in Renfrewshire through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
 - 1.2. The resource allocation available within the service's mainline budget is £576,000 for the support of payments to other bodies, out of school care groups in the private and voluntary sector and for pre five voluntary playgroups and toddlers.
 - 1.3. This report advises of the allocations of funding to private and voluntary sector providers.
-

2. Recommendations

- 2.1. The education and children's policy board is asked to:
 - i. approve the resource allocation to support the delivery of services for children and young people as outlined in appendix 1 to this report;
 - ii. agree the proposed allocation of grant funding for out of school care and pre five voluntary sector as detailed in appendix 2 and 3 attached to this report, subject to the completion of satisfactory checks and assessments ; and
 - iii. agree the proposal for the point value applied to out of school care applications for 2017/18 as £200 per point.

3. Background

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.
 - 3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the council to continue to support families with young children.
-

4. Proposals for the Allocation of Funding 2017/18

- 4.1. The council continues to support voluntary sector organisations through the distribution of funding for the delivery of services for families with young children.
- 4.2. For the avoidance of doubt, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks include financial information and latest Care Inspectorate grades
- 4.3. Appendix 1 to this report provides an overview of the proposed allocations from the total budget of £576,000 for grants to out of school care, voluntary sector playgroups and payments to other bodies for 2017/18.
- 4.4. Appendix 2 attached to this report provides a breakdown of the proposed allocation of £73,880 to the out of school care sector from the total allocation of £77,800. The sum of £3,920 remains to be disbursed and will be used to allocate funds to late applications and any new groups.
- 4.5. Appendix 3 attached to this report provides a breakdown of the proposed allocation of £8,100 to the pre-5 voluntary sector playgroups and toddler groups from the total allocation of £10,000. The sum of £1,900 remains to be disbursed and will be used to allocate funds to late applications and any new groups.
- 4.6. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed on an annual basis by policy board. The point value for 2016/17 was allocated at £200 per point and this is proposed to continue for 2017/18.
- 4.7. Further applications for grants which are under £1,500 will be approved by the director of children's services using delegated authority on the basis of the council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future education and children policy boards for approval.

Implications of this report

1. Financial Implications

Cost relating to the proposals in this report will be met from existing funding resources.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People	- Ensuring the best start in life for children and young people.
Community Care, Health and Well-being	- Earlier intervention will lead to healthier outcomes for young children.
Empowering our Communities	- Children, young people and families will benefit from local services in the community.
Jobs and Economy	- Flexible childcare placements will support parents back into and sustain employment, training or education.
Safer and Stronger	- The quality of community life is enhanced by supporting parents, children and young people.

4. Legal Implications

The Education (Scotland) Act 1980 empowers the council to provide a range of grants. Payments will be in line with the council's conditions of grant.

The council's conditions of grant will apply to approved out of school care and voluntary sector groups as detailed in appendix 1, 2 and 3 of the report.

5. Property/Assets Implications

None.

6. Information Technology

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because there is no decrease to the level of funding being proposed therefore no diminution of service. Services comply with the Equality Act 2010.

8. Health and Safety

None

9. Procurement Implications

None.

10. Risk Implications

All grant awards issued by the council are subject to the council's approved conditions of grant as detailed in Section 4 of this report and to compliance with appropriate risk management procedures.

11. Privacy Impact

Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

List of Background Papers

None.

*Children's Services
SH/KMcD
27 February 2017*

Author: Sharon Hughes, Early Years and Childcare Development Officer Tel No: 0141 618 7070, Email sharon.hughes@renfrewshire.gsx.gov.uk

Distribution of Funding to Support Services for Children and Families 2017/18

Service	Outcome	Funding proposed 2017/18	Comments
Home-Start Renfrewshire	Outreach service for families with children under 5 years	£45,200	The organisation have applied for £50,000 however due to the funding available the allocation proposed is £45,200 Grant payment will be phased over 4 quarters
Childcare First Ltd	Support to Hillview and Rainbow nurseries to support childcare for those living within deprived data zones.	£302,997	Grant payment will be phased over 4 quarters.
Linwood Community Childcare	Provision of places for children aged 0-3 years in Linwood Community Childcare.	£110,000	This organisation has applied for £153,808.45 however due to the funding available the allocation proposed is £110,000 with the local authority meeting the some of the running costs within the building. This service is accommodated within a council building. Grant payment will be phased over 4 quarters
Cherrie Day Care Nursery & Out of School Care	Support to residents from designated data zones in the Moorpark and Renfrew area.	£14,000	Grant payment will be phased over 4 quarters
Renfrewshire Early Years Forum for Voluntary Sector	Voluntary sector forum supporting playgroups/ voluntary projects	£14,000	Grant payment will be phased over 4 quarters
West of Scotland Playscheme Advisory Forum	The West of Scotland Playscheme Advisory Forum (WOSPAF) supports out of school care groups across Renfrewshire by providing insurance cover, annual handbooks, training and conferences.	£2,000	

Out of School Care Services	Support to out of school care services in the independent sector.	£77,800	Range of childcare organisations detailed in Appendix 2
Pre-5 Voluntary Sector Grants	Support to individual pre-5 voluntary sector providers.	£10,000	Range of voluntary groups detailed in Appendix 3
	Total	£575,997	

Page 3 of 4

Renfrewshire Council Children's Services
Distribution of funding support services for children and families - pre-five voluntary sector grants 2017/18

Organisation	Purpose of Grant	Recommendation Award 2017/18
Howwood Playgroup	To support with the cost of rent.	£750
Langbank Playgroup	To support with a support worker salary, SPPA insurance, hall rent and contribution towards a healthy snack. Trips and outings.	£750
Langbank Under 3s	To support the ongoing running costs of the group, rent and SPPA Insurance including contribution to external trainer fee for physical activity sessions which continue to be very successful.	£500
Ralston Playgroup	To support running costs	£600
Johnstone Castle Mother and Toddlers	To support running costs	£600
Tweedie Tots	To support with the cost of rent	£500
St Columba Parish Playgroup	To support with the cost of rent and heating.	£600
Johnstone Teeny Tots	To support the cost of rent.	£700
Barshaw Toddler and Toddler Plus	To support the cost of rent	£600
Rowan Street Playgroup	To support the cost of rent	£750
Thumbs Up Thursday	To support the cost of rent	£500
Howwood Mother and Toddler	To support the cost of rent	£500
Lylesland Parent and Toddler Group	To support operational costs	£250
Lochwinnoch Toddler Group	To support operational costs	£500
Total		£8,100



To: Education and Children Policy Board

On: Thursday 9 March 2017

Report by: Director of Children's Services

Heading: Pupil Equity Fund

1. Summary

- 1.1 The Pupil Equity Fund is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme for 2017-18.
 - 1.2 Primary, secondary and special schools will receive £1,200 in 2017-18 for each child in Primary 1 to S3, who is eligible and registered for free school meals. As all children in P1-P3 are in receipt of free school meals, an estimate has been calculated for this cohort using national eligibility criteria.
 - 1.3 Although the funding is allocated to schools on the basis of free school meal eligibility, headteachers have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity.
 - 1.4 The funding should be focused on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing.
 - 1.5 Schools are working in partnership with children's services to plan how they will utilise this additional resource to ensure national criteria is met while also fully incorporating Council priorities and agreed directorate actions.
-

2. Recommendations

- 2.1 It is recommended that the Education and Children Policy Board note:
 - the money being distributed to each school through the Pupil Equity Fund

- that schools are working in partnership with the directorate to develop plans which meet the national criteria and council priorities.
-

3. Background

- 3.1 The Scottish Attainment Challenge was launched in February 2015 to bring a greater sense of urgency and priority for everyone involved in Scottish education to relentlessly focus their efforts on narrowing the poverty-related attainment gap at all levels and in all sectors. The Challenge has been introduced to focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing. It also supports and complements a broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.
- 3.2 Renfrewshire became a Challenge Authority in June 2016 and this brought additional funding. At this time, a plan was developed, in partnership with schools, which detailed the authority priorities. The initial plan focussed on a targetted group of schools and included resource for central supports and professional development of staff.
- 3.3 The Pupil Equity Fund has now been introduced and will support all schools in the country. Nationally, £120 million has been provided to help raise attainment with a focus on supporting those children and young people who face barriers to their learning due to the impact of poverty.
- 3.4 The planning for the funding is a partnership between Scottish Government, local authorities and schools, with headteachers leading the planning process. Renfrewshire's share of the Pupil Equity Fund is £4.248M. Individual school allocations are highlighted in appendix 1.
- 3.5 Schools are developing their plans with the support of senior officers in children's services and each other from February through to the end of March.
- 3.6 When developing proposals and plans, schools have been asked to:
 - consider the Attainment Challenge priorities to ensure that there is no overlap of existing work planned;
 - take cognisance of work already in place through the Tackling Poverty Strategy and especially where this has already shown signs in making a positive difference; and
 - work in partnership with other schools (for example within their cluster or in groups where they have identified common themes for improvement), share practice and build capacity. Other partnerships should be considered, for example within wider Children's Services, other directorates or private and voluntary organisations.

- 3.7 In their plan, schools, with the support of children's services, will identify the issues to be addressed, and the target group or groups of pupils most in need of additional support based on an analysis of local evidence and data. Schools will focus on a small number of specific aspects of literacy, numeracy or health and wellbeing, choosing which aspects will best meet their pupils' needs. They are expected to demonstrate a clear rationale for why they have chosen this approach, with clear methodology to measure impact in this area.
 - 3.8 Schools will be supported throughout the process and importantly when they are implementing planned work throughout the session. This will include support from Human Resources, Customer and Business Support and Finance.
 - 3.9 A summary report, by each school, will be submitted to the Assistant Director (Education) annually evaluating progress towards targeted outcomes. Key aspects of this will form part of the annual update in the school standards and quality report. Throughout the session, the impact of the work funded by the PEF will be discussed with Education Managers and Education Officers.
-

Implications of the Report

1. Financial

The Pupil Equity Fund will total £4.288M

2. HR and Organisational Development

A number of new posts will be created. These will be funded through the Pupil Equity Fund and consideration will be taken into the types of post and duration in line with overall workforce planning considerations.

3. Community Planning

Children and Young People	- There is an increased opportunity to raise achievement and attainment of our children and young people.
Community Care, Health and Well-being	- Health and Wellbeing of our children and young people is a priority within the overall aims of the Pupil Equity Fund.
Jobs and the Economy	- There will be a number of vacancies created as part of the plans that will be put forward by schools.

4. Legal

None.

5. Property/Assets

None.

6. Information Technology

School Plans may include the purchase of hardware within their proposed plans. These plans will be agreed with IT services to ensure any additional equipment is in line with the council's policy and resource available to support.

7. Equality & Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8. Health & Safety

None.

9. Procurement

All Spend planned will meet procurement rules.

10. Risk

None.

11. Privacy Impact

None.

List of Background Papers

None

Children's Services

SQ/LG/GMcK

14 February 2017

Author: Steven Quinn, Assistant Director (Education) / Chief Education Officer, 0141 618 6839, steven.quinn@renfrewshire.gcsx.gov.uk

Pupil Equity Fund: School Allocations

School	Stage	Amount
Arkleston Primary School	Primary	£ 49,200
Auchenlodment Primary School	Primary	£ 63,600
Bargarran Primary School	Primary	£ 33,600
Barsail Primary School	Primary	£ 37,200
Bishopton Primary School	Primary	£ 24,000
Brediland Primary School	Primary	£ 74,400
Bridge Of Weir Primary School	Primary	£ 31,200
Bushes Primary School	Primary	£ 56,400
Cochrane Castle Primary	Primary	£ 97,200
East Fulton Primary School	Primary	£ 52,800
Fordbank Primary School	Primary	£ 36,000
Gallowhill Primary School	Primary	£ 154,800
Glencoats Primary School	Primary	£ 157,200
Heriot Primary School	Primary	£ 81,600
Houston Primary School	Primary	£ 15,600
Howwood Primary School	Primary	£ 7,200
Inchinnan Primary School	Primary	*
Kilbarchan Primary School	Primary	£ 32,400
Kirklandneuk Primary School	Primary	£ 158,400
Langbank Primary School	Primary	*
Langcraigs Primary School	Primary	£ 88,800
Lochfield Primary School	Primary	£ 46,800
Lochwinnoch Primary School	Primary	£ 33,600
Mossvale Primary School	Primary	£ 66,000
Newmains Primary School	Primary	£ 48,000
Our Lady Of Peace Primary School	Primary	£ 57,600
Ralston Primary School	Primary	£ 19,200
Rashielea Primary School	Primary	£ 52,800
St Anne's Primary School	Primary	£ 18,000
St Anthony's Primary School	Primary	£ 48,000
St Catherine's Primary School	Primary	£ 76,800
St Charles' Primary School	Primary	£ 80,400
St David's Primary School	Primary	£ 33,600
St Fergus Primary School	Primary	£ 70,800
St Fillan's Primary School	Primary	*
St James's Primary School (Paisley)	Primary	£ 40,800
St James's Primary School (Renfrew)	Primary	£ 127,200
St John Bosco Primary School	Primary	£ 40,800
St John Ogilvie Primary School	Primary	£ 26,400
St Margaret's Primary School	Primary	£ 80,400
St Mary's Primary School	Primary	£ 58,800
St Paul's Primary School	Primary	£ 63,600
St Peter's Primary School	Primary	£ 52,800
Thorn Primary School	Primary	£ 62,400
Todholm Primary School	Primary	£ 85,200
Wallace Primary School	Primary	£ 49,200
West Primary School	Primary	£ 164,400

Williamsburgh Primary School	Primary	£ 116,400
Woodlands Primary School	Primary	£ 148,800

School	Stage	Amount
Castlehead High School	Secondary	£ 102,000
Gleniffer High School	Secondary	£ 86,400
Gryffe High School	Secondary	£ 26,400
Johnstone High School	Secondary	£ 110,400
Linwood High School	Secondary	£ 63,600
Paisley Grammar School	Secondary	£ 118,800
Park Mains High School	Secondary	£ 58,800
Renfrew High School	Secondary	£ 80,400
St Andrew's Academy	Secondary	£ 151,200
St Benedict's High School	Secondary	£ 88,800
Trinity High School	Secondary	£ 74,400
Mary Russell School	Special	£ 74,400
Riverbrae School	Special	£ 178,800

The * symbol is used where the data may include disclosive information.



To: Education and Children Policy Board

On: 9 March 2017

Report by: Director of Children's Services

Heading: Removal of roll caps in Houston Primary School and Rashielea Primary School

1. Summary

- 1.1. At its meeting of 3 November 2005 Council approved a roll cap of 66 at all stages in Houston Primary School.
 - 1.2. At its meeting of 7 February 2007 the lifelong learning and work policy board approved a similar roll cap limiting the primary 1 intake of Rashielea Primary School at 60 pupils.
 - 1.3. In August 2015 the education and children policy board approved the revision of standard circular 60: "The Capacity of Primary Schools" through the adoption of Scottish Government guidance "Determining Primary School Capacity".
 - 1.4. In applying this revised guidance to the application of the Council's placing request policy it became evident that the roll caps were redundant and that a fuller investigation of the implications of limiting class sizes in these schools was required.
 - 1.5. This investigation has determined that the physical size of the classroom spaces in these schools can accommodate larger numbers of pupils than the caps are allowing; without these increased pupil numbers adversely impacting on the overall capacity of the school.
 - 1.6. It is therefore recommended that the caps in these schools be permanently removed.
-

2. Recommendations

- 2.1. It is recommended that the Education and Children Policy Board:
 - approves the removal of roll caps at Houston Primary School and Rashielea Primary School.

3. Background

- 3.1. At its meeting of 3 November 2005 Council approved a roll cap of 66 at all stages in Houston Primary School.
- 3.2. At its meeting on 7 February 2007 the lifelong learning and work policy board approved a similar roll cap limiting the primary 1 intake of Rashielea Primary School at 60 pupils.
- 3.3. These caps were designed to ensure that maximum class sizes of 25 at primary 1 did not result in pressure on accommodation at the upper stages of primary education in both these establishments.
- 3.4. In August 2015 the education and children policy board approved the revision of standard circular 60: "The Capacity of Primary Schools" through the adoption of Scottish Government guidance "Determining Primary School Capacity".
- 3.5. This investigation has determined that the physical size of the classroom spaces in these schools can accommodate larger numbers of pupils than the caps are allowing; without these increased pupil numbers adversely impacting on the overall capacity of the school.
- 3.6. It is therefore recommended that the caps in these schools be permanently removed.

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
None.
3. **Community Plan/Council Plan Implications**
None.
4. **Legal Implications**
This change does not affect the application of the council's placing request policy.
5. **Property/Assets Implications**
None.
6. **Information Technology Implications**
None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

- (a) Background Paper 1: Report on the formal consultation on the provision of non-denominational primary education in the Linwood and Houston area.
- (b) Background Paper 2: Implementation of class size reduction in P1 and S1 and S2.
- (c) Background Paper 3: Revised Standard Circular 60: Determining Primary School Capacity.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, Education Manager, ext 7241 email ianthomson@renfrewshire.gov.uk

Children's Services

IT

1 March 2017

Author: Ian Thomson, 0141 618 7241



To: **Education and Children Policy Board**

On: **9 March 2017**

Report by: **Director of Finance and Resources**

Heading: **Church Representatives on Committees Appointed by Education Authorities**

1. Summary

- 1.1 Section 124 of the Local Government (Scotland) Act 1973 provides that where an education authority appoints a committee whose purposes include advising the authority on any matter relating to the discharge of their functions as education authority or discharging any of those functions of the authority on their behalf, three of the members to be appointed (who shall not be members of the education authority) shall be church representatives. One of the three places requires to be filled in accordance with the Act by a nomination from the Church of Scotland and one by the Roman Catholic Church.
- 1.2 The existing church members' appointments to the Education and Children Policy Board do not continue beyond the local government election to be held on 4 May, 2017. In anticipation that the new Council will appoint a committee or board with a remit relating to education functions, it is proposed therefore that the Church of Scotland and Roman Catholic Church be invited to nominate their respective representatives in order that these may be reported to the statutory meeting of the Council.
- 1.3 In the selection of the third person the Act specifies that the authority shall have regard (taking account of the representation of the Roman Catholic Church and the Church of Scotland) to the comparative strength within the area of all the churches and denominational bodies having duly constituted charges or other appointed places of worship therein.
- 1.4 In order to obtain nominations for the third representative, it is proposed (as has been the practice previously) to place an advertisement (as detailed in the appendix to this report) in the local and national press and on the Council's website seeking nominations: the closing date for nominations being 20 April 2017.

- 1.5 The Ethical Standards in Public Life etc (Scotland) Act 2000 introduced an ethical framework which required the Scottish Ministers to issue a Code of Conduct for Councillors. The Code does not apply to non-elected members of committees. Standards Commission guidance recommends that co-opted members be guided by the Code and in the case of church representatives the Standards Commission has advised that authorities should seek confirmation from the appointing authorities that they will require their appointees to apply with the Code.
-

2. Recommendations

- 1.1. That it be noted that the existing church members' appointments to the Education and Children Policy Board do not continue beyond the local government election to be held on 4 May, 2017.
- 1.2. That it be agreed that the Church of Scotland and the Roman Catholic Church be invited to nominate their respective representatives to the committee or board which may be established by the new Council to deal with education functions, and that these be reported to the statutory meeting of the new Council to be held on 18 May, 2017; and
- 1.3. That an advertisement be placed in the local and national press and on the Council's website seeking nominations for the third church representative and that a report on the responses to the advertisement be submitted to the statutory meeting of the new Council to be held on 18 May, 2017.
-

Implications of this report

1. **Financial Implications** – the cost of the advert will be met from existing resources.
2. **HR and Organisational Development Implications** – none
3. **Community Plan/Council Plan Implications** – none
4. **Legal Implications** – as detailed in the report.
5. **Property/Assets Implications** – none
6. **Information Technology Implications** – none

7. Equality and Human Rights Implications

- (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications – none

9. Procurement Implications – none

10. Risk Implications – none

11. Privacy Impact – none

List of Background Papers –

- (a) none
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Author: Lilian Belshaw, Democratic Services Manager, 0141 618 7112

RENFREWSHIRE COUNCIL

It is likely that Renfrewshire Council, following the local government elections to be held on 4 May, 2017, will set up an education committee. The membership of this committee will include one representative of the Church of Scotland and one representative of the Roman Catholic Church. The committee will also require to appoint a third person, having regard to the comparative strength in Renfrewshire of all churches and denominational bodies having duly constituted charges or other appointed places of worship.

Nominations are therefore invited from individuals or from churches and denominational bodies. Nominations from individuals should be in writing and include your name and address together with a statement outlining why you should be appointed. Churches or denominational bodies wishing to nominate someone to be considered for appointment should provide a statement indicating why their nominee should be considered. They should also provide details of the number of people within Renfrewshire who are members of their church or denominational body and any further supporting information as they may wish.

Everyone who has made a nomination will be informed of the outcome of the selection.

If you would like further information, please contact Lilian Belshaw, Democratic Services Manager on 0141-618-7112.

Nominations should be forwarded to the Head of Corporate Governance, Renfrewshire House, Cotton Street, Paisley, PA1 1TT on or before 20 April, 2017.

Head of Corporate Governance
Renfrewshire Council

